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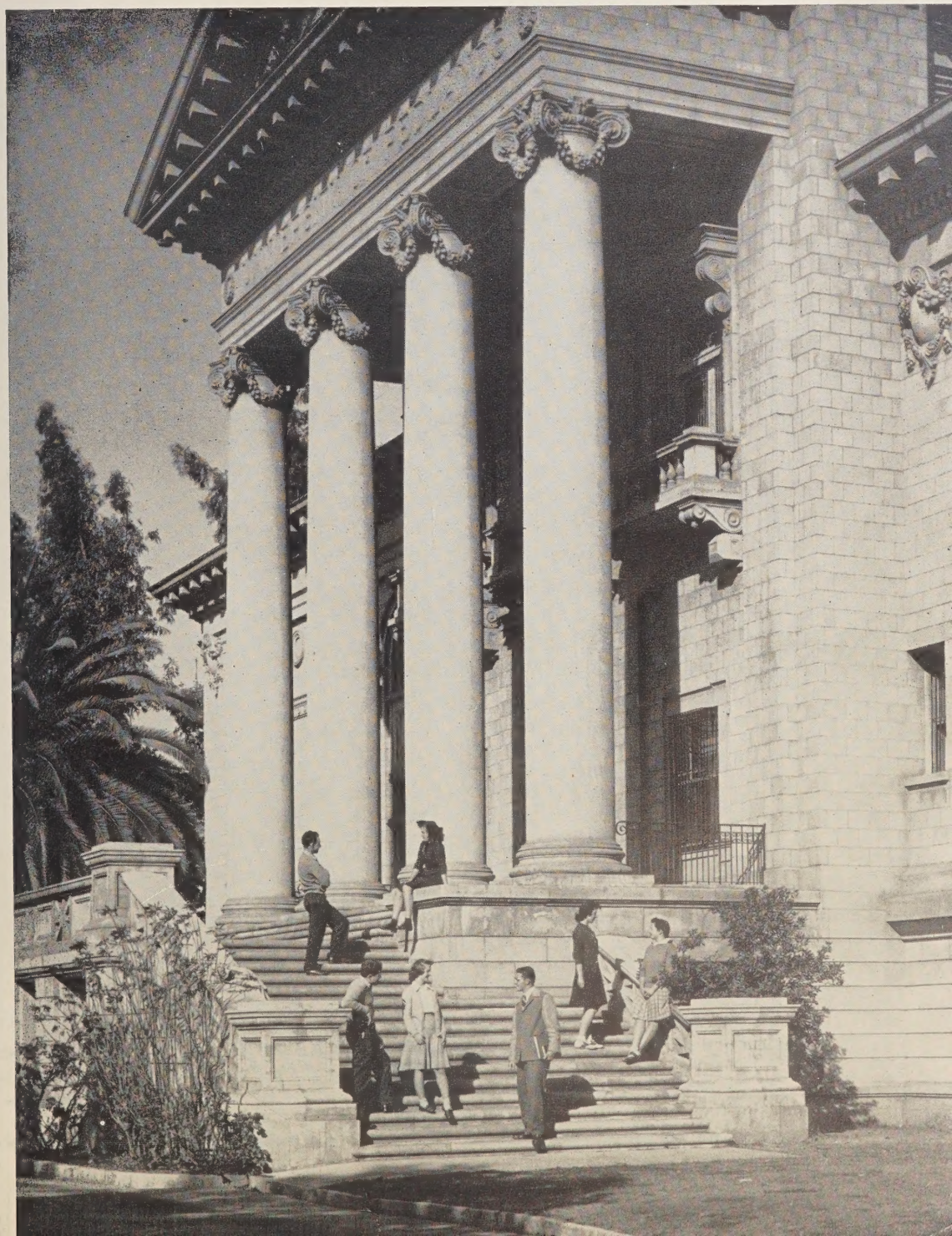
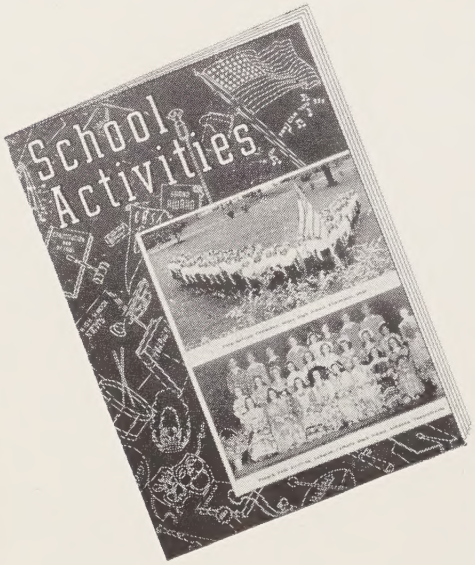
VOL. IV SUMMER, 1948 No. 2





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1515 LANE STREET TOPEKA, KANSAS

The Debater's Magazine

SUMMER, 1948

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THE NICHOLS PUBLISHING HOUSE

814 CAMPUS AVENUE REDLANDS, CALIFORNIA

VOLUME IV SUMMER, 1948 NUMBER 2

The Role of Discussion and Debate

By JAMES H. McBURNEY,

Dean School of Speech, Northwestern University.

THIS article is an attempt to contribute to a better understanding of discussion and debate as pedagogical techniques in the schools and colleges and as methodologies in our society. Specifically, I hope that the synthesis here proposed can be the means of reducing the cleavage which appears to exist in some quarters between the proponents of discussion, on one hand, and debate on the other. With this latter purpose in view, it might be helpful to point out that the present writer has directed hundreds of debating teams, moderated discussions by the scores, and authored books in both fields. In my opinion, discussion and debate are different but complementary methods, both useful in the schools, and both of great social importance.

From the point of view of the teacher of speech, the principal end in view in school activities in discussion and debate is to teach young men and women how to discuss and how to debate. If discussion and debate are as important in a democratic society as we think they are, this objective is certainly respectable. Putting our objective in these terms in no way loses sight of the contributions which sound training in discussion and debate makes in the fields of applied logic, practical psychology, and rhetoric, to say nothing of the better understanding of the problems discussed and debated. Let's put it simply: We believe discussion and debate to be essential social tools; we believe it important that the schools give students an understanding of these tools and skill in their use. The diagram which follows may be helpful in considering these matters.

DEAN JAMES H. McBURNEY,
Northwestern University

Certain basic assumptions underly the accompanying diagram and our attitude toward it. First, we believe that conflict and difference are inevitable in human affairs as in all nature. We are constantly faced with problems, questions, crises great and small, anomalies, needs, desires, hopes, fears, and aspirations. Our attempts to adjust to nature and to man are at best imperfect. The tensions which result have far-reaching consequences. They may lead to personal and social frustration and disintegration. They may lead to force and violence. They may lead to more perfect human relations and social progress. This last we believe to be the highest goal of education and social organization.

There is an urgent compulsion, indeed a necessity, for man to face up to the conflicts, differences, and tensions which arise in his affairs. All life faces these compulsions. We like to think it is the peculiarly human heritage to meet these problems with more insight and higher intelligence than has been given to other forms of life. Of one thing we can be sure: these tensions exist and must be met. The question is one of how, where, when, and under what circumstances.

We make the further assumption that the integrity of the individual is one of the highest, if not the highest value, in resolving social conflict. This value is implicit in the great Christian-Hebraic tradition and in the great democratic tradition which is ours. Freedom of individual choice is the essence of individual integrity. We respect the right of the individual to make his own choices in all contexts and in all situations with due regard to the rights and privileges of others. Our laws, customs, traditions, and social institutions have very largely been established with this end in view. So far as possible we even respect the right of the individual to be wrong. As much as we like efficiency, we prefer the right to make our own choices and our own decisions.

There is a final assumption and an exceedingly important one: Freedom of choice requires freedom of information and access to the facts. The political or moral right to choose is likely to be an empty one if such choices are uninformed. Thus we are interested in general education. We have to be. We can respect the right to be wrong and still urge the responsibility to be informed. We recognize individual differences in understanding and competence and insist that the best in understanding and intelligence should be given full play and opportunity. Where such freedom exists, the right to choose and the opportunity to learn, we have high faith in the desire and the capacity of the least of us to determine our affairs with much more sanity and humanity than is commonly credited to us.

These very fundamental assumptions are of enormous importance in determining preferences among the types of behavior, ways of knowing, and political systems appearing in the diagram included with this paper. Begin with "reflective deliberation" and "discussion". Locate these on the diagram. As you move to the right, you move in the direction of bargaining, suasion, force and dictatorship. Movement to the left leads to skepticism and anarchy. I don't mind saying I have a strong personal preference for settling personal and social problems on the basis of reflective deliberation and cooperative discussion. I should think that anyone committed to the assumptions of democracy would hold such a preference (or bias). But strong as this preference is, it does not prevent me from joining in debate when issues are clearly drawn, or resorting to the best kind of persuasion and propaganda I can bring to bear when circumstances dictate the wisdom of such action. Indeed, in certain group councils, I have been known to resort to orders and commands. My young son will testify to the latter, even to the application of gentle force on that part of the anatomy where it will do the most good.

Discussion, properly understood, is the cooperative deliberation of problems by persons thinking and conversing together in face-to-face and co-acting groups under the guidance of a leader. It is cooperative; it is reflective; it is thought in process; it is an attempt to apply scientific method to personal and social problems of value and policy. It is most certainly democratic; indeed, the principal strengths and weaknesses are those of democracy. On the positive side, it brings our best critical thinking to bear on our common problems. It is a great respecter of the individual and his integrity. Authoritarianism, dictatorship, force, orders and commands have little or no place in discussion.

But there are weaknesses and shortcomings in discussion. What if people can't agree? What if no consensus can be reached? If the problem is academic, we can agree to disagree and depart with better understanding. If the problem is practical and immediate, we must reach a decision, a basis for action. Not all people are reasonable, and time is often limited. When the limits of discussion have been reached, the only reasonable recourse in our kind of society is debate. This seems so utterly clear and inescapable that one wonders why there should be any question about it. Look at the diagram again. When discussion breaks down, we face skepticism and anarchy, or, unless we are prepared to debate, we quickly move to force, commands, and dictatorship. These are the alternatives. We prefer debate. It is the democratic way.

Debate is a competition between opposing outcomes of thought, between positions which are logically incompatible. Legislative debate, by all odds the most important, usually takes place under some form of parliamentary procedure. Motions are made and debated. Under most circumstances the majority rules. To achieve a majority, amendments and compromises often are made. Forensic debate takes place under special judicial regulations, and a judge or jury decides.

We can no more dispense with legislative and forensic debates in a democratic society than we can take a walk to the moon. We can prefer cooperative, deliberative discussion, but we must be realistic enough to recognize its limitations. We can encourage the extension of discussion and its application

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APPROACHES FOR THE SPEAKER AND SOME OF THEIR POLITICAL AND PHILOSOPHICAL CORRELATES

Designed to Show the Relationships between Discussion and Debate

VALUES:	Unstable Values				Set Values
POLITICAL SYSTEMS:	Anarchy		Democracy		Dictatorship
WAYS OF KNOWING:	Skepticism		Pragmatism Empiricism and Rationalism	Mysticism	Authoritarianism
BEHAVIOR:	Doubt	Reflective Deliberation	Bargaining	Suasion	Force
APPROACHES FOR THE SPEAKER:	Debunking (Conciliation)	DISCUSSION (Scientific Method)	DEBATE (Arbitration) (Adjudication)	Persuasion (Propaganda)	Orders and Commands
OUTCOMES:	Confusion and Disorder	Integration	Compromise	Voluntary Acceptance	Obedience

1. All horizontal relationships are represented by a continuum from left to right — from anarchy to dictatorship, from skepticism to authoritarianism, from doubt to force, etc.

2. All vertical relationships indicate approximate correlates —unstable values, anarchy, skepticism, doubt, debunking, confusion and disorder, etc.

JAMES H. MCBURNEY, *School of Speech,*
Northwestern University.

Debating As It Looks From Here*

By ROY WILKINSON, Jr.,
of Love and Wilkonson, Attorneys
Bellfonte, Pennsylvania.

WHEN I was graduated from law school, I had the extreme good fortune of working for a year with Justice Horace Stern of the Pennsylvania Supreme Court as his Law Clerk. When first reporting to him in his chambers, I was, of course, very humble and, without putting it in so many words, let him know that I felt that I knew very little about law, but that I hoped in some small way to be able to contribute to his opinions. He immediately said, "Roy, today you know more law than I do, for you have just finished an excellent three-year course of study in it. I have been far too busy since I got out of law school applying the law to have taken much time to study it." After eight years, I am just beginning to realize how true his statement is.

Tonight I want you to realize that when I talk about debating I appreciate the fact that all of you know much more about it than I do. You are actively engaged in studying it and I have not done so for eleven years. Like Justice Stern and the law, I have been far too busy applying what I learned in debating to have devoted any time to studying it. However, as I think back over many experiences in debating, I find these experiences permeate my whole life and I fully expect that condition to continue.

The earliest fact that I recall at the moment that ties into debating occurred years ago when I was a boy. I am not sure how old I was, say twelve or thirteen. The occasion was a Father and Son Banquet given by the local Kiwanis Club. The committee to arrange for the speaker ably discharged its duties and procured an excellent one, qualified both in forensic ability and in giving advice on living, John Henry Frizzell. During the course of his remarks, he told a story of a boy whose father instructed him to drive a nail in a particular door every time he did a bad deed, and to pull one out when he had done a good one. He could, that way, keep score on himself, but somehow, regardless of whether the score was even and he was able to remove all the nails, still the door was marred by the holes of his bad deeds.

I was quite impressed by John Henry's remarks, as I always am, and I was particularly impressed with the story. Years later, in 1936, I was preparing to leave on the Spring debate tour. It was to be through the South. As a matter of fact, I believe a careful examination of the record might reveal that it was on this particular day, for we were in New Orleans on Palm Sunday, which is just a week from this coming Sunday. The weather that year had been quite severe, and everyone, including the most demure and sophisticated of Penn State co-eds had been forced to protect themselves from ailments by wearing very heavy clothing. Realizing that we were invading the haunts of the "Southern Belle" under quite a different, at least atmospheric, temperature, John Henry felt obliged to give me, again, some fatherly advice. I believe I can remember his exact words, "Roy, you are a young man and are to be encouraged to appreciate beauty, but remember when you go on those Southern campuses, to view the female form divine with the eye of an artist." Somehow, when I went back a few hours later to see John Henry, this time not in his lofty capacity as father confessor to receive advice, but rather in his mundane position as Treasurer of the Forensic Council, to receive the necessary where-with-all to defray expenses, I expected him to include a hammer and at least a pound of ten-penny nails!

I don't think that I can honestly say of the training I received in debating, as Lincoln did of his mother, that everything I am or hope to be, I owe to debating; but I can definitely, honestly and sincerely say that I consider my experiences in debating to have contributed immeasurably to what I am and what I hope to be. Being debaters, you quite naturally ask what basis I have, what proof I can offer, for such a statement. What qualities would debating develop or engender in me to assist me in my after college career that I might not just as easily have acquired by devoting a similar amount of time and effort down stairs in the Corner Room over a "coke?" I submit my case:—

Debating developed in me four qualities, the first two of which have been of great value in the two phases of my work immediately after college—law school and the army; the third in my present phase as a practicing attorney; and the fourth in the most important phase of all our lives, that as a citizen. These four qualities I hold to be: First, keenness of intellect. Second, adaptability. Third, ability of expression. Fourth, ability to make a speech.

Keenness of intellect. With this quality I associate my days at law school. Intellect is defined as the power of the mind to reason and to think abstractly. I know no more valuable quality to a law student than just that. To reason and to think abstractly; how does debating develop that ability? What could be more abstract, that is, more perceptible to the mind than to the senses, to any of you than "The Best Solution to the Problem of Medical Care in the United States?" You are all healthy. I'll wager some-

From reprint in Bulletin of The Debating Association of Pennsylvania Colleges Dec. 15, 1947. Page 22.

one else right now is footing the bill for your medical care, although I doubt if many of you need anything more than an occasional aspirin or bromo. Yet you are willing, and it is necessary if you are to be members of the debate squad, to put your minds through the intellectual gymnastics of studying and attempting to solve this problem. At times it is dull. The required reading is uninteresting and was not written so that one who runs may read. You must compare the articles written from different viewpoints, reconciling them where you can and finding the irreconcilable differences of opinion. Of these you must select which you will accept and which you will reject. In those you reject, you attempt to find inherent inconsistencies and to detect fallacious reasoning.

That is the exact mental process which you go through in law school. The Wagner Act may be deadly reading, has loopholes, and has been interpreted in many ways by our courts, all to your great indignation, confusion and disgust when you study your debate problem of "Labor Management Relations." However, the Rule against Perpetuities is far more deadly reading, contains many more loopholes, and has been interpreted in a great many more ways, if only because it has been interpreted for some three hundred and fifty years. You will find that the mental attitude you developed in attacking the problems of labor and management in your college debating will carry you over when and if you go to law school and are studying real property.

I recall one of the Spring days when I was in law school in a class in Conflict of Law. I was nodding. I believe the debaters from Penn and Temple will testify in my favor as to the effect of those hot Philadelphia Spring days. They put you in a mental state of suspended animation. I could rather vaguely, in the far distance, hear Dean Goodrich developing a certain thesis. Suddenly he made a statement that was categorically opposite to the theme he was developing. I straightened up with a start, knocking my notebook on the floor. I recovered the notebook and myself as gracefully as I could as Dean Goodrich said, "I thought that would wake you up, Mr. Wilkinson." After three years, he had detected the debaters in the class.

The second quality — adaptability. This was particularly valuable during the period I spent in the Army. I here define adaptability to be the ability to fit a preconceived plan or idea into a changing situation so as to produce the original desired result. (I am an ex-field artilleryman. If there are any ex-infantrymen in the room, I do not, I repeat that I do not, care to debate the question of whether any of our shells fell short of the target.) I had a little better or worse than five years in the Army. I found both in training and in action, no matter how thoroughly you prepared and planned, when you went to execute, the situation was always a little different than anticipated. In training we would do our best to anticipate the latest whim of General Lear, but you always had to be able to change your plans a little or a lot, depending on how good you were at guessing. That was not serious. However, later, on January 16, 1944, I was with an infantry division which was moving across Belgium to take a position along side of the 106th Division. Needless to say, our plans were changed hourly for the next forty days. However, all the time our objective was to arrive at the original desired result, reducing the Bulge. Our training had been sound, we had plenty of ammunition, what had to be done was to apply both of these factors to a very changed circumstance. This had to be done by everyone from General Eisenhower with all allied forces, to Corporal Hargrove with his gun crew. Their minds had to be flexible.

What could be better training than to be the second speaker for the negative and find that the affirmative team just never mentioned anything you expected them to, but, on the contrary, had built up an entirely new case. You still have hours of study in the library on which to draw, you still have lots of ammunition on your little cards, with excerpts from the New York Times, Fortune, etc., but you must re-arrange them, re-group them, and, if you will, throw them in the line to contain the enemy until your colleague can draw up a counter attack in the form of a rebuttal.

While these remarks may smack of levity, nevertheless I say them in all sincerity. I am sure that many of you found, as I certainly did, many otherwise capable officers and men who could work out plans and execute them provided the enemy did the expected, but were at a loss when the unexpected occurred. I am equally sure that had these men had training in debating, they would not have been in a position of that sort. They could have rearranged themselves and gone on. I am told by friends from the Pacific that the lack of this quality was probably the main tactical deficiency of the Japanese.

The third quality—ability of expression. This quality I find particularly valuable as a practicing attorney. I here define ability of expression as being the ability to say exactly what you mean so that you will not only not be misunderstood; but more than that, so that what you mean can not be construed to mean anything else. That is the experience you, as debaters, are getting when you rewrite your speeches after each debate so as to eliminate certain vulnerable remarks. I submit that no place in college is your written or spoken word so exactly scrutinied as to its meaning as it is when you are debating. I further submit that nowhere in life is your written or spoken word as subject to scrutiny

as to meaning as in the practice of law. In law our stock in trade is writing air-tight agreements and breaking the same. That is as close to the irresistible force meeting the immovable body as I care to get. The training I got in debating ably assists me in both.

Fourth—ability to make a speech. This is of the greatest assistance to me as a citizen. Public speaking has become more and more important in controlling public opinion in just about the same ratio that the size of the audience has increased. By the use of the public address system and radio, the size of the potential audience has become limitless. You might well say that these limited facilities are available to so few of us that training in making a speech has become relatively of small value. These relatively few speeches have provoked a multitude of additional speeches all over the country. Local clubs and civic groups now require and receive more speeches on subjects of public interest than ever before. You will be very much surprised, I promise you, to learn how few people are equipped to make a speech. People with whom you could have hours of very interesting and enlightening discussions would put you to sleep in five minutes if they started making a speech. In debating, you develop the ability to have poise, platform presence and confidence, all in addition to being able to prepare a speech which is suited to the occasion, the audience, and, most important, to yourself. Dale Carnegie and other similar agencies have developed a highly lucrative business filling the deficiencies in the education of successful executives who lack the training in this respect which you received, along with so much more, in debating.

In conclusion, by devoting the same amount of time in the corner room over a "coke" that you devote to debating, you can develop qualities of conversational ability, personality, and possibly the selection of a wife. I submit that through debating you can develop, in the same amount of time, and with a similar amount of effort, those same qualities of conversational ability, personality, and possibly the selection of a wife; and in addition, develop keenness of intellect, adaptability, ability of expression, and ability to make a speech.

An Evaluation of Debate*

DONALD O. OLSON, University of Nebraska

This evaluation of debate is a reflection of the attitude toward debate held today by former intercollegiate debaters of the University of Nebraska. Intercollegiate debate started at Nebraska in 1895, and a list of all people living today who participated from 1895 to 1945 was compiled. It was impossible to contact all former debaters because their present addresses were not available.

A questionnaire of eight questions with a five point attitude scale of "No," "Probably not," "Uncertain," "Probably yes," and "Yes" was developed. The eight questions were designed to evaluate debate on four bases. 1. Has debate an occupational value? 2. Has debate a value in training for leadership? 3. Has debate a cultural value? 4. Has debate had an adverse effect on scholarship? The recipient of the questionnaire was asked to check the term below each of the eight questions that best expressed his attitude toward that question.

Two hundred and fifty-five questionnaires were sent to former University of Nebraska debaters and one hundred and sixty-three were returned. On the basis of these returns, I am making this evaluation.

Questionnaires Sent and Returned According to Periods

The following chart indicates the number of questionnaires sent and returned in any one period. The following are irregular in length so that changes in coaches and attitude toward decision and non-decision debating could be more easily considered. It is noticeable that all periods are well represented and that a large number of these people have been out of school long enough to view the questionnaire quite objectively.

Period	Sent	Returned
Period of 1895 to 1901	23	12
Period of 1901 to 1906	26	21
Period of 1906 to 1911	31	18
Period of 1911 to 1915	29	23
Period of 1915 to 1919	19	9
Period of 1919 to 1926	31	17
Period of 1926 to 1931	21	18
Period of 1931 to 1936	23	15
Period of 1936 to 1941	39	21
Period of 1941 to 1945	13	9

Occupations Represented in this Evaluation

1. Law 99
2. Business 30
   - Sales and advertising 6
   - Banking 3
   - Manufacturing 3
   - Accounting 2
   - Medicine 2

*From the Gavel of Delta Sigma Rho, Jan. 1948 number.

Newspaper publishing	2
Life insurance	2
Telephone management	2
General business	2
Concert theatrical management	1
Laundry owner	1
Office manager	1
Real estate	1
Retail clothing	1
Retail lumberman	1
3. Education	20
College professors	13
High school administrators	3
College administrators	2
High school teachers	2
4. Miscellaneous	14
Army officer	1
Chemist	1
Executive secretary—Am. Red Cross	1
Housing administrator	1
Minister	1
Municipal employee	1
Postal clerk	1
Student Christian Association secretary	1
Students	4
Trust officer	4
Writer and farmer	1

Tabulations and Evaluations

This is the total tabulation of the attitudes expressed on each question in the questionnaire.

Occupational Evaluation of Debate

The tabulation of attitudes on questions 1, 2, 3, and 4 facilitates an occupational evaluation of debate.

1. Did your work in debate have a bearing on your entering your present occupation?

No	80
Probably not	13
Uncertain	4
Probably yes	27
Yes	36
No answer	3

Debate training has influenced sixty-three, or 38.6 percent of those returning questionnaires, in their choice of occupation or profession.

Forty of the sixty-three were lawyers. Other occupations indicated were in the fields of salesmanship, advertising, business administration, newspaper work, and education.

2. Did you take debate because you were planning on entering your present occupation?

No	72
Probably not	5
Uncertain	2
Probably yes	17
Yes	66
No answer	1

50.9 percent of those who returned questionnaires said they took debate because they were planning on entering their present occupation.

Seventy-four of these people were lawyers. In fact sixty of the sixty-six that definitely said "yes" were of this profession. Other occupations indicated were in the fields of education, military training, newspaper work, business administration, ministry, salesmanship and advertising.

3. Did debate help you in your present occupation?

No	4
Probably not	2
Uncertain	1
Probably yes	11
Yes	144
No answer	0

In 95.7 percent of returned questionnaires or in 155 out of 163 cases, people believed that debate had given them some help in their present occupation. The overwhelming affirmative vote in this respect is very significant.

4. Would you advise people entering your occupation to take debate?

No	1
Probably not	3
Uncertain	5
Probably yes	7
Yes	145
No answer	2

93.2 percent said "probably" and "yes" they would advise people entering their occupation to take debate .

In six instances, that of the laundry owner, an accountant, one high school teacher who is in speech correction, one college professor, one municipal employee, and one lawyer, returned questionnaires revealed that they believed that debate training had not helped them in their present occupation; yet the lawyer, the teacher, and the college professor would advise people entering their profession to take debate. The accountant, municipal employee, and the laundry owner in answering question eight would still advise any interested, capable person to take debate.

One doctor and a postal clerk maintained that debate had helped them, but they would not recommend people entering their profession to take debate. Both of these people in answering question eight would still recommend people who were interested and capable to take debate.

While one accountant felt that he had received no help, another was positive that it was for him the

most valuable course he had taken at the University.

One hundred percent of the lawyers answering this question said that they would advise people entering their profession to take debate.

Leadership Evaluation of Debate

The leadership training of debate could be evaluated by examining the tabulation for question five and seven.

5. Did debate help you to take a more prominent place in campus life when you were in school?

Probably not	8
Uncertain	9
Probably yes	38
Yes	90
No answer	1

7. Has your debate training enabled you to take a more prominent place in civic life?

No	9
Probably not	14
Uncertain	14
Probably yes	38
Yes	91
No answer	3

The results of these questions were almost identical. In both cases, over 78 percent of the people who returned questionnaires thought that debate enabled them to take a greater position of leadership on the campus and in civic life.

Cultural Evaluation of Debate

The results of question eight indicate whether debate has a cultural value.

8. Would you advise any interested capable person to take debate?

No	2
Probably not	0
Uncertain	2
Probably yes	20
Yes	137
No answer	2

969.3 percent said "probably" and "yes" they would advise any interested capable person, regardless of occupation, to take debate. Only one lawyer and one teacher answered "no" to this question.

The overwhelming "yes" response might be explained by the following statements attached to the questionnaires:

Mr. George A. Lee, a lawyer who debated in 1904, says:

"The man who can think, reason, penetrate, analyze, express thoughts and ideas clearly, concisely, cogently, convincingly, who can articulate distinctly, who can speak on his feet with reasonable assurance and self confidence and poise, can command himself and others and business associates and auditors and no matter in what occupation, profession or field of endeavor."

Let me summarize on this question with a quotation from Frederick Maurice Hunter, Chancellor of the University of Oregon, who debated in 1902, "I consider debating excellent all-round training with broad cultural as well as practical outcomes."

Evaluation of Adverse Effect on Scholarship

Debate has been criticized by people who say it has an adverse effect on other school work. The debater becomes so wrapped up in debate that he forgets to do his regular class work.

6. Did your participation in debate affect your scholarship adversely?

No	141
Probably not	13
Uncertain	1
Probably yes	5
Yes	1
No answer	2

94.4 percent said "probably not" and "no" debate had not affected their class work adversely. Of the six people who said "yes" and "probably yes," one was a member of Innocents, the men's honorary society which requires a certain grade average for membership, and another was a member of Phi Beta Kappa.

Scholastic honors won by University of Nebraska debaters indicate also that debate need not adversely affect one's scholarship. Four Nebraska debaters have been Rhodes Scholars, forty-seven have been members of Phi Beta Kappa, and thirty-one have won the Order of Coif, the honor given to graduating lawyers who have ranked in the upper ten percent of their class.

Debating could have an adverse affect on a person's scholarship, but it would all depend on the person. The results of the questionnaire and the honors won indicate that generally debate does not affect one's scholarship adversely.

Other Results

1. In spite of the fact that four different forms of management have existed in four different periods, the questionnaire indicated the same attitude in all four periods.

2. The general attitude trend was the same for people who engaged in decision debating as for those who engaged in non-decision debating. This is significant when we realize that the University of Nebraska engaged in no decision debates for over 20 years.

Comments on Values

A number of the people who returned questionnaires wrote comments as to what they thought was the value of their debate training.

1. Perhaps the most common values listed was that debate taught one to think clearly and logically, to analyze carefully, and to arrange ideas in an orderly fashion. Approximately twenty-five people commented on these factors. Some of their statements follow:

"The training in analysis which I received in argumentation and debate and also in logic has been of tremendous value to me throughout life."—Byrne Marcellus—1911.

"The greatest benefit, it seems to me, that we received, in addition to practice in standing before an audience and in quick rebuttal, was in making a clear analysis and arranging facts and arguments in a logical order."—Warren B. Catlin—1902.

"The orderly arrangement of ideas which debate teaches us is invaluable training."—Lloyd Welch Pogue—1924.

2. Another type of comment was that debate taught one to select and use evidence.

"I learned from my work in debate to respect facts and to know that they cannot be ignored or by-passed, however unpleasant they may be."—C. A. Sorenson—1914.

"The training which I received in weighing, analyzing, and arranging of evidence and argument, has been of great value to me."—Hugh Agor—1913.

"To be sure of one's facts, to sift evidence, using the relevant and discarding the irrelevant, to distinguish between mere assertion and legitimate argument, to support conclusions with well established premises—all these, and other fundamentals of debate I have found to be indispensable to any forceful argument in court."—C. A. Kutcher—1902.

3. Five people stated that debate taught them how to do research.

"I received my first careful training in the use of the library and in research in preparation for debates."—E. T. Grether—1920.

"We were taught the essentials of research and bibliography, logic, and the weighing of material."—Raymond A. Smith—1913.

"In my view debating stimulates a desire for research and develops aptitudes for discrimination as between essential facts and irrelevant matters."—H. E. Sackett—1898.

4. A very popular value expressed was that debate taught one to think on one's feet and to speak effectively.

"I found debate in particular taught me to think on my feet, to organize my material before saying anything, and to develop a delivery style that does not antagonize an audience."—John C. Landon—1935.

"Ability to think on one's feet, and express those thoughts clearly and effectively is a most valuable training."—A. W. Storm—1927.

"I believe that ability to speak effectively opens more doors of opportunity to the average man than any other accomplishment. I would strongly urge every student to study speech and debating."—Harry J. Burtis—1913.

5. One person contended that debate has a social value for the nation.

"Intercollegiate debating does a great deal, I am sure, to accelerate social advance, and to prepare the way for public consideration of vital social and economic questions."—Charles A. Sunderlin—1905.

6. A number of former debaters contended that all lawyers should be required to take debate.

"My personal opinion is that a similar course should be required of every law student."—Harold A. Prince.

"It is my opinion that debating might well be a prerequisite to the study of law."—Henry V. Broady—1935.

7. Some debaters claimed that debate taught them that there were two sides to every question.

"Debate impresses people with the fact that there is more than one side to a controversy."—Frank B. Morrison.—1928.

8. Not too profound but a comment that many would subscribe to is that debate is fun.

"'Fogg's Think Shop' created the basis for my most pleasant memories of life at the University of Nebraska."—O. A. Drake—1921.

"I'd love to gather up the old gang of 1942-44 and go on another debate trip to Denver or the Missouri Valley Tournament. Gee, we had good times."—Anne Wellensiek—1945.

"Many of my fondest memories of school are linked with debate."—Bernard Gradwohl—1924.

SUMMARY

The 163 people who returned questionnaires expressed the following attitudes toward debate:

1. 38.6 percent said "probably" and "yes" that their work in debate had a bearing on their entering their present occupation.

2. 50.9 per cent said "probably" and "yes" that they took debate because they were planning on entering their present occupation.

3. 95.7 percent said "probably" and "yes" they would advise people entering their profession to take debate.

4. 93.2 percent said "probably"and "yes" they would advise people entering their profession to take debate.

5. 100 percent of the lawyers who answered four said they would advise people entering the legal profession to take debate.

6. Questions one to four indicate that debate had

a high occupational evaluation for those who returned questionnaires.

7. Over 78 percent said that their training in debate had helped them to take a more prominent place in campus and civic life. This would indicate that debate was valued by these people for its training in leadership.

8. 96.3 percent said "probably" and "yes" they would advise any interested person to take debate.

9. 94.4 percent said "probably not" and "no" debate had not affected their scholarship adversely.

This study reveals that we should not curtail debate activities in our schools, but we should develop programs that will enable people to take advantage of this training. This evaluation should make all educators aware that at least for those polled debate had a high educational value.

A Modern Forensics Program*

By L. D. HANKS, John Marshall High School, Los Angeles

The dictionary defiinition of the term "forensics' gives the aim, the function, and the justification of a forensics program in a democratic society. It says forensics is "of or pertaining to courts of judicature, or to public discussion or debate; used in or fit for public debates or legal proceedings."

For the maintenance of the political and social functionings of a democratic society, no program can be any more important. The whole future safety of our society as a government by the people depends upon the unceasing stimulation of the program of public discussion and debate and the training of those who will be the leaders of that program.

In accordance with that purpose, a forensics coach and teacher devotes his time to training young people to study the problems of the present, to arrive at solutions of these problems, and to present these problems and solutions to varying groups of people. This program is devoted to training future leaders of our various social, economic, and political groups to that most effective of all qualities of a leader, the ability to speak effectively and easily to any sized group at any time under almost any circumstances.

Specifically, the forensics teacher wishes to:

1. Develop the student's experiences in speaking to other than classroom groups.

2. Give the student experience in a wide variety of speaking situations:

a. Before dozens of different audiences.

b. In company with and listening to a great many different fellow speakers.

c. In a great many different buildings, communities, and rooms.

3. Develop tolerance and understanding of his fellow human beings by meeting, on a social and professional basis, people from a wide variation of geographic locations and a wide differentiation of social and economic levels.

*From The Los Angeles School Journal, March 1, 1948.

L. D. HANKS,
Department of Speech, Marshall High School, Los Angeles.

4. Overcome provincial habits of speech and presentation which inevitably develope in high schools unless there is contact with speakers from other schools trained by different teachers.

To achieve these aims, a three-fold program is most effective.

First, a school secures membership in a debate league. In and around Los Angeles, it would be the Southern California Debate League (the oldest interscholastic league of any kind west of the Rocky Mountains!). If full advantage is wanted from the program, membership in the National Forensic League is also advisable. This membership will provide the organized experience to be gained from tournament participation.

Secondly, a wide-spread program of community service speaking will be developed, with Community Chest, Red Cross, and other campaigns furnishing

the motivation for speaking to community groups. Speakers and programs will also be furnished to P.T.A. groups, service clubs, church groups, etc.

Thirdly, speakers will be furnished for such activities as school assemblies, school drives, etc.

Core of this program is the first named activity, the tournament. It is here that the student gains the experience, the confidence, and the training to make his participation in other phases most effective.

For example, the tournament is the most effective method of giving young people confidence in speaking to other classroom groups. Every forensics coach can cite dozens of cases of good classroom speakers who were afraid to talk outside their own group. But when they learned that in a tournament situation they were talking only to a judge and their fellow participants, a total of six to eight people, they were glad to go. After two, and frequently only one, tournament experience, these people would want to speak to a large or small audience, anywhere, any time.

Most forensics coaches will seldom, if ever, present a student speaker to adult audiences until he has had the rough edges "knocked off" his delivery and his self-possession by varying tournament experiences. The tournament is the training ground, the proving ground, for young speakers.

Variety of Experience in Tournaments

Secondly, the tournament is the best and most efficient device for giving young speakers experience with a wide variety of audiences and speaking situations. A tournament will usually be attended by a total of twelve to twenty schools, with some 150 to 300 participants in five to seven events. These events are debate, (most popular), original oratory, extempore speaking, oratorical declamation, dramatic declamation, humorous declamation, and occasionally radio announcing and radio acting. Debate is typical of the wide experience to be gained. Each team debates four times regardless of wins or losses, meeting four different teams, and with four different judges in four different rooms.

Elimination occurs after four rounds, continuing until a winer is determined. Each school is represented by NOT just one team, but by a total of from TWO to TWELVE teams. The system of using only two or four debaters is dead as a dodo. Excellence and superiority come the American Way, the way of competition and the final choice on the basis of merit and ability.

The coach spends his time with a large group; the best speakers appear as a result of their own efforts and initiative.

In the other events, the individual events, (since debate is a team activity), the speakers appear before a judge along with 5 to 8 other participants. Each speaker in the group will learn from hearing the others and from the judge's comments to him and to the other speakers. Each speaker gives his speech again before another judge in another room with a different set of fellow participants. There are sometimes two, sometimes three, and sometimes four preliminary rounds before any eliminations. Sometimes there are so many participants that 40 rooms are needed to conduct a tournament! Where else could a speaker get from 2 to 6 opportunities to speak in one day to that number of different audiences and hearing from 12 to 30 different other good speakers? Is it any wonder that students return from tournaments 50% to 100% improved over their previous ability?

Forensics students with tournament experience are among the most understanding, the most tolerant, the most unbiased of any students we have. They should be, for they meet people from all over Southern California. They become friends with these fellow-participants. They meet a wide varity of racial, social, and economic groups, for forensics participants are chosen, not because of who they are but because of what they can do. All are on an equal footing—and the winners will be a cross-section of the American melting pot, for here the excelling is due to what a person says and how well he says it, not who he is.

The forensics program overcomes the provincialisms of speech patterns which so often creeps into schools. The forensics school is constantly making improvements in its speech patterns of organization and delivery because the student speakers adopt the techniques and mannerisms they hear at tournaments, and the ones which are most successful. They are no "speaking image" of a teacher or of a principal who directs assembly programs. They are unique, individual speech personalities, developed out of the fires of competition and nourished by the rich soil of the catholicity of style one meets at a tournamenmt.

Program Extensive in Southern California

The modern program of forensics participation reaches great numbers of students. A typical high school today will have had over 125 students participating in some forensics event during the year. There are many of these events, but each one is organized to meet the needs of a certain group and to give different types of experience to the participants in that event.

The S.C.D.L. Novice Debate Tournament is for beginners in debate only. (Average participation—30 persons per school). The S.C.D.L. Fall Open Tournament at Los Angeles City College is to give everyone experience, so each school may enter as many as 8 people in each event, or a total of 56 possible entries.

The Speech Festival reaches schools not participating in other tournaments.

The S.C. Tournament is for the best from each school—two in each event—as the Fall Semester Championship event.

The S.C.D.L. Novice Individual Event Tournament is for beginners in individual events.

The National Forensic League District Tournament and the N.U.E.A. Tournament at Redlands qualify for the State Championships, and the Nationals. Occidental College has a tournament judged by college classes.

Pepperdine conducts a Pentathlon, in which students demonstrate their versatility by participating in five events.

U.C.L.A. conducts a spring tournament on a new question, stressing participation by new debaters.

Seven tournaments are on college campuses, the rest at different high schools. Out of all this activity do appear a few champions—but more important is the fact that in the attempt to become outstanding all the participants have raised their abilities far above what they could have been under any other program.

Forensic Appeal Shows in Results

Does the program appeal to high schools?

Judging by the schools now members of the S.C.D.L. and the N.F.L., YES. Nine schools in the Los Angeles system now have active programs. Fourteen other schools outside Los Angeles are members of the N.F.L. or S.C.D.L. or both. Nationally, the National Forensic League has its maximum of 500 chapters and a long waiting list.

The fruit of the tournament is the community service speaking. Few coaches would care to send raw speakers with only classroom experience to service clubs, P.T.A. groups, church organizations, etc. But after a student has been in two or more tournaments, he has, in 90% of the cases, acquired sufficient experience and poise to be able to represent the school before almost any group. In all N.F.L. and S.C.D.L. schools this community service speaking is a must adjunct of the forensics program.

The third field of activity in any good forensic plan is the intra-mural program. In the assemblies, rallies, and in the conduct of various campaigns and drives, one can see exemplified the techniques of advocacy, persuasion, and personal appeal that students have learned in their interscholastic experiences.

What Is Its Value Judged By Results?

In answer, we might cite the experience of three different radio programs of the discussion type. The statements of the three directors of these programs to the author are that the schools which have a strong forensic program are the schools whose students can think on their feet, can speak fluently, logically and extemporaneously, who can always be depended upon to conduct an efficient, enthusiastic, spontaneous discussion, or debate, or whatever type of program the question may demand.

The University of Indiana made a study of the relative success of debaters as opposed to the success of all students. They were quite significantly more successful, as measured by appearance in Who's Who, by salary, and by executive position.

Most Successful Group In High Schools

In fact, forensic people were the most successful of any group, student body and class officers being second, and other groups following below.

Several Ohio high schools made a study of grades of forensics students before and after participation in that activity. The average improvement was one entire grade point!

And for a further estimate, ask any forensics coach why he does the work. He'll tell you it is because of the satisfaction he gets from seeing the great personal development that comes to those who participate in that work. There is no greater satisfaction.

In summary, the forensics program is devoted to developing the leaders of our democracy in the field of discussion, debate, and the functional program of public speaking. This program now reaches large numbers of young people, making them tolerant, capable, experienced protagonists of the art of settling public problems and issues by the processes of free speech in a democracy which must always train its citizens in those processes if it is to survive.

THE ROLE OF DISCUSSION AND DEBATE

Continued from Page 60

in more situations, but the surest way to throw ourselves into the hands of a dictator is to outlaw debate. Of course, nobody is going to outlaw debate, whether we like it or not. The worst we can do is to deny our students the proper kind of training in this important democratic activity.

This leaves us with the question: What is the best way to teach students how to discuss and debate? I have ideas about this which I shall not take time to discuss here. We can tolerate individual differences in opinion about methods of preparing discussers and debaters. These differences are probably healthy. But I am strongly of the opinion we ought to agree here and now that we need **both** discussion **and** debate in the schools and in society. That is the important thing! Unless I am seriously deluded, any other position is certainly unrealistic, if not downright stupid.

The Texas Mu chapter at Stephen Austin College has been reorganized after ten years of inactivity

It's Not Debatable*

FRANCIS T. FERIS

Natrona County High School, Casper, Wyoming

RESOLVED: That the majority of debate coaches and sponsors of speech contest are detrimental to the training of good citizens.

Last May my students and I journeyed to our final round-up tournament of the season. The halls of the school were narrow, the heels high and spiked, the region about the bulletin board was six deep, one of my girls was late, and several judges had not appeared. It was getting on to 4:35 p.m. and I was tired. After driving three hundred miles, sorting out sleeping partners for four different rooms in a hotel, and then hurrying over about a hundred blocks to the scene of the meet, a teacher has a right to be tired. So I "ran out" for a time; I went down to a locker-lined corridor to a practically empty room which was swept by a two-way ventilation. As I eased my touchy back against the solidness of the school seat and wiggled my burning feet from their rigid patents to the coolness of battleship linoleum, my conscience came out the swinging door of my mind and sat down upon the "Mary loves Henry" initialed on the desk. Remember that I said the room was practically empty; it was not entirely unoccupied. In the front, sitting beneath the pictured understanding of the Christ and behind two little tables were four speakers—two on a side. Decently spaced—to make the audience seem larger —spread out two auditors, a judge and a time keeper. What I saw and heard in that room caused me to look squarely into the eyes of my inner self perched there before me and to promise that I would write down the thoughts that I had on that occasion—warning which I have had on many similar occasions.

Let us begin with those four children. They were armed with four canned, tomanic speeches; they were victor records of dishonesty produced rather hurriedly by two over-worked coaches back home. May I say without fear of challenge that not one of those children listened—really listened—to what any other speaker had to say—colleague or opponents. The first affirmative rose and read words; the first negative rose, ignored the first affirmative completely, and read words; the second affirmative —but why continue? They might just as well have chosen four different rooms, if speech meets were allowed such a luxury. There was not a clash in the battle. I was going to say of wits, but that would have been a misnomer. They simply did not care what the other side had to say; each speaker was fittted out with eight minutes of his own words and what the opponents had to say did not get into his way. Questions were asked, but the disputants made no attempt to answer any of them. When they were answered, the original questioner did nothing about following up. Nine tenths of the proof was based on authority. People were quoted who knew no more about the subject than the speakers themselves. Plain Mr. Brown had said that something was a good change and that was that—let no one dispute it. Occasionally the debaters cited, unadorned, a book called THE SHELF or THE BUREAU or THE DIGEST—no author, no time, no anything. Figures came out of thin air—no collector behind them, no date, no significance. There was too much, "It says here on this card." There were plenty of statistics, but there was no reasoning. When those speakers rose and rattled off, "Mr.ChairmanMosthonorable judge Mostworthyopponents Ladiesandgentlemen," I knew what I was in for. Even those salutations have use; they have a place, but those children did not know it. I foresay in all reason that they would end with the clause, "I know that you will conclude and concur with the affirmative—or the negative. I thank you." They did. Their pronunciation was abominable—"becuz," "agin," "de' fic' it," "fienancial," all the usual ones. Believe it or not, they referred to "indignant" people who could not call in a doctor and farmers who could not afford a "privy." This expose is not an attempt to be funny; nor to make sport of those young people. Such situations are sad. Of course, those children were not to blame; the teachers who had those youngsters in charge should be ashamed, remorseful, repentant.

Once upon a time I heard an authority on communication say that there should be listening and digesting when people get together and talk. This is another way of saying open-mindedness and fairness; but most of all that term "digestion" means thinking, taking in what others have to say and putting it with what one knows and then drawing conclusions. That same speaker very generously—too generously—affirmed that speech teachers should be given crowns of gold. I am maintaining in my debate that the great majority do not deserve such distinction.

Jack planted a seed and it grew into a mighty menacing plant which Jack could not destroy. Surely one of the basic concepts of speaking is that only a good man should speak. We might add that only a good instructor should be training American children in the fundamentals of communication. And the worst of the situation is that the instructors who trained the children back there in my practically empty room at the May festival did not know that they were not doing a good job. They did not know

*From Western Speech, Feb. 1948 issue, pg. 9.

that they had engaged themselves in a most dangerous game—just as Jack did not know he was going to have to cope with a giant. Those coaches did not realize that they were conditioning future citizens in false values, in lying and in sophistry. For years I had thought that a certain speech department in a certain university was narrow minded when it would not sponsor extemporaneous speaking contests. Thank heavens I have come to see their side. What could be more misleading than to have a sixteen year old being an authority and an arbiter on a subject which he does not understand? Hitler and Mussolini were loud speakers, but they were not good men. It is my conviction that there is no one who loves the sound of his own voice so much as a person who has made enough public appearances to become so bold as not to fear those people in front of him. It is the sound that entrances the youth or the adult and not what he has to say. Who knows but what some teacher was turned away from the pearly gates for having trained the little Mussolini? How often have I told my young speakers, "It is not so much what you say, but how you say it." May I be forgiven for that misteaching? It is important what a well-informed, thinking, ethical high schooler has to say, in spite of the way he says it. Quite sensibly, it is our duty to prepare him to say it as neatly and as perfectly as possible. We permit too many of our pupils, however, to get by with what I am pleased to call petticoat-showing thoughts. When the situation gets cold, many blankets are drawn up and over too many generalities as "Oh, he's a foremost economist, or historian, or what have you." Ciphers are too easily added and facts fabricated. Good citizens as well as good speakers tell the truth and there is no better training ground to develop that habit than debate, panel, or discussion.

The debater too often catches words, he does not know definitions. He listens for key words such as "graft," "communism," "democracy," "politics and politicians," "government," and "they." His eyes light up when he hears such gongs, and he knows just what he will do—throw up the same old smoke screen. He could not define one of those terms to the satisfaction of thinking people. The finger is pointed at us as speech teachers; we do not make our people analyze enough; we do not make them work hard enough; we do too much for them; we write too much for them; we do not bring them to terms. There is no one so wise as a junior or a senior who has had two years of speech experience. Such a child is so so self sufficient that he does not have to study the question. He seldom does. There are, naturally, young people who do read material to finality who are high school scholars. I fear that they are too few. They are not well enough prepared to listen and think at the same time. They are not well enough controlled to refrain from rising to the bait of "bureaucracy," "fascism," "regimentation."

Whether for good or for evil, those who are trained to speak for others will be numbered among our leaders—legislators, lawyers, ministers, civic club presidents. There is perhaps no citizen so powerful as he who can say something—anything—where others cannot. He has the self assurance and poise which can pass for intelligence, fitness, and understanding. We should pray that we are not preparing for citizenship too many who just drown out others and outface them with words, words, words. I have heard it said that the typical union statesman is chosen because he can speak; then he should be a good man—one who can see both sides, one who can sit quietly and listen, one who does not jump at terms and slogans; one who does not use, "Yes, but's . . ." on which to attach his kite of windiness. Pass by any street corner in an election year. With whom are the people agreeing? With the fellow who can talk the best, can swamp the others with words—bla-bla words, uttered loudly and emphatically. Are we as speech teachers going to be guilty of training speakers who will not listen to others, who will not read, who will not analyze? If we are, then we should be excluded from classrooms. We must make our children think and we must make our children work and listen and mull over and then say something.

There is yet another point that I should like to make. When we start a freshman or a sophomore into the game of speaking, we should take time to work with him. It is horrid to put a speech into a child's hands and send him into a room to read it in a mubling undertone. The background teaching of that freshman and of that sophomore is the basic teaching which will start him on the honest path to thoughtful communication. We are too anxious to build up chapter rolls; we are too concerned with numbers of people. We must put our thoughts on quality. We might as well turn to round tables and panels if we do not have time to train a child in the give and take of formal debating. Children so handled will do much to educate themselves. A coach who writes out words for a fourteen year old is not training a good citizen when he lets that child think that he has arrived because he stood up in a room before two opponents, a chairman, a timekeeper and a judge.

There is something else, too. Have you ever listened to one of those sad humorous declamation contests? Have you ever been a martyr to the "Amateur Hour" or "Polly's Cat"? If you have, you know what I mean. Have you ever entered a room to hear a handsome but uninformed boy ranting about Russia, but offering no thoughtful solution to condi-

ons which prompted his ravings? Do teachers not realize that slapstick is a bore and that boys and girls do not know the form which an original oration should take? Surely reading portions from literature is always superior to the commercial variety. Surely a child who pictures a deplorable condition should offer some plan, however unworkable, to remedy the condition. Surely a child should not inundate his audience with sentiment—be it pathos or religion. An after-dinner speech is not a mixture of Pat, Mike, and Henry Aldrich; let the child interested in such entertainment know that a good after-dinner speech is a light treatment of some serious subject and not a series of puns and so-called jokes. One of the worst crimes against society is boring others; to eliminate as many bores as possible, we speech instructors must guide children to be intelligent about their humor and wit.

The horses were gentle and tame when Phaethon put the harness on, but with the increased momentum, the steeds gained self-confidence. They chaffed under control and took the bits in their teeth and ran wild. Without a conscience at work and without labor in directing future speakers who are certain to be citizen leaders, teachers have no license in a democracy to train for leadership. America needs strong thinkers who will lead citizens, aliens, and foreigners alike to appreciate the pleasures and the rights of democracy; speech teachers have one of the greatest responsibilities to perform and at the same time one of the most potent explosives to control. More dangerous than all the force of atomic bombs or all the battles of warring philosophies are expert, evil, unthinking speakers. No, the question is not debatable; the majority of speech teachers do not train children to be good citizens.

Comments on the Foregoing Article

There may be some truth in the statement that truth is as one sees it. Many of us, I am sure, have had experiences similar to those expressed in the foregoing article by Miss Feris. There may be truth on the opposing side, since there is some argument for debate and since debate is a part of speech training. I have taken an excerpt from a recent article which brifly gives the other point of view. But whose experiences are broad enough and unprejudiced enough to draw conclusions? "Western Speech"' will welcome your comments on this speech problem. The excerpt follows . . . The Editor.

"In preparing for a debate, students read widely on both sides of the question, including historical background material, and on related topics. In order to appreciate the strength of his opponents, the debater must be thoroughly familiar with the contentions of either side. He discovers that no controversial point can ever be fully established, that there are good arguments and evidences on both sides. He learns to analyze and weigh both reasoning and testimony in a scientific, unemotional manner. He is taught to avoid unsupported assertions, exaggeration, name calling, jumping at conclusions, and undue reliance upon authority. He discovers that to impress a judge or an audience favorably he must show courtesy and respect for his opponents and maintain an attitude of reasonableness at all times. All of this should make him a more tolerant and broad-minded individual.

"To be sure there is a type of debating which does not accomplish these results. No doubt there are still some debaters who memorize speeches prepared for them by their coaches, and who even have memorized answers for all the probable arguments of their opponents. In such cases, a debate is not really a debate at all, but rather a contest declamation. Under such conditions, debate may deserve all of the criticism directed against it." . . . Excerpt by Vernon E. Beckman as printed in the Debater's Magazine, December 1947.

PI KAPPA DELTA NOTES

On January 30-31 the University of Miami, Florida, entertained its first tournament. Teams from six other institutions participated.

The former Bradley Polytechnic Institution has recently metamorphosed itself into Bradley University. It has established a speech department, of which Dr. Clara Krefting Mawhinney is head.

At the Tri-Province Convention held recently at Ft. Collins it was current that the next Pi Kappa Delta Convention, due next spring, is to be held at Lafayette, Louisiana. Maurice Hess, Governor of the Province of the Plains, and his helpers staged a high class Little Pi Kap Meet at Ft. Collins, April 1-3. For the results see Along the Tournament Front.

Dr. Wade Ruby, who succeeded Barret Baxter as coach at Pepperdine College, Los Angeles, is turning over the forensic work to "Shorty" Long, a former debater at Pepperdine, next fall. Dr. Ruby will be greately missed in forensic circles, especially on the Westcoast.

William V. O'Connell, of the Speech Department of Northern Illinois Teachers College, at Dekalb, has been elected President of the Illinois Association of Teachers of Speech.

Alfred Westfall, former editor of The Forensic, has been doing graduate work at the University of Missouri this year.

Prof. Barrett Baxter of David Lipscomb College reports that they are planning to seek a Pi Kappa Delta chapter in the near future. David Lipscomb College, which has developed recently from a junior college to four year college, is one of the fastest growing institutions in the country.

Division of Speech Contests

THE MEN'S EXTEMPORANEOUS SPEAKING CONTEST AT THE PI KAPPA DELTA TRI-PROVINCE MEET FORT COLLINS, COLORADO, APRIL 1-3.

IN THE COLUMNS following is a verbatim report of the contest in Extempore Speaking at the Three-Province meet, or Little Pi Kap tournament held at Ft. Collins, Colorado, on the campus of the State College, April 1-3. The three provinces were tThe Sioux, the Plains and the Pacific Coast, including the states of California, Arizona, Oregon, Washington, Idaho, Montana, Colorado, Kansas, Nebraska, North and South Dakota, Minnesota. The contest was recorded on a Webster portable wire recorder and later taken off and reduced to manuscript. The speeches are given here as they were made except for a few corrections in grammar, word order, and punctuation. The latter is the best attempt we could make to separate the stream of words into logical sentences.

This report should form an excellent basis for study of the relation of content, organization, and flow of language over against what is usually called delivery, or the personality of the speaker in action. Read them and pick your winner and then turn to the decision of the judges at the end and see how well you guessed without the aid of the actual presence of the speaker.

COMMUNISM AND RUSSIAN INFLUENCE ON THE SCANDINAVIAN COUNTRIES

Gordon Smith, Sioux Falls College

While in the capitals of the two greatest Scandinavian countries, Norway and Sweden, this summer I observed a very interesting fact. The citizens of those countries, under the influence of Russia, are not speaking of that influence or of the communist menace. There was little talk of communism and Russian influence. But that fact did not seem to be so interesting to me as I discovered that many of the countries of Europe that are under the influence of communist pressure today are not speaking so much of that communist pressure. But today the significance of communism in Norway and Sweden is the greatest it has ever been.

For not only if Russia gains control of Norway and Sweden does she gain control of valuable war materials, such as wood pulp, iron ore, and steel, but she also gains control of very important sea ports and air bases, from which if a third world war come she could bomb the United States and the western democracies of Europe. So it is indeed significant that we discuss this morning the communist spread in Norway and Sweden.

In the first place we must begin from the assumption that neither Norway nor Sweden wish a third world war. In the first place Norway, which has just suffered greatly in costs of men and machines, is not prepared and does not desire another world war and will do everything possible to remain out of a world war. In the second place, Sweden, who has ridden out two wars as a neutral country, who has benefited from the peace and prosperity of being neutral, will not go into a third war if at all possible to stay out. So, Norway and Sweden, the buffer states between the East and West, not knowing which way to turn, are today taking a very significant step.

For two weeks ago the Premiers of both Norway and Sweden met together and resolved that they would do everything in their power to combat internally communism and externally communism.

Now let us look at the internal situation of both Norway and Sweden in regard to the communist menace. In the first place they are waging war in Norway and Sweden today against communist infiltration, realizing the danger of a coup as occurred in Czecho-Slovakia. And so the Premier of Norway has named communists as advocates of dictatorship. In both countries they are using propaganda in terms of the newspapers, radio, magazines, and movies to expose communist tactics and what the communists believe in. And so they are fighting in Norway and Sweden today, and furthermore the trend in Norway and Sweden is further and further away from communism.

Two years ago 60,000 members of the communist party were boasted of in Norway. Today, there are but 30,000 members of that party. It is predicted in Sweden next year but 12 per cent of the population will vote communist. And so we can see that the trend internally is away from the communist ideals and is away from the communist influence ond Russian influence. We can furthermore see that the governments are exposing communist doctrine and thereby fighting it in these two coutries.

Now let us look at the external significance of what Norway and Sweden are doing today to fight Russian influence and communist influence. In the first place it is very important—the external side of this whole picture, for, if the military alliance of Finland and Russia goes through not only will Russia have a 120-mile border now with Norway that cannot be protected by Norway, but she will have the entire Finnish-Norwegian border that cannot be pro-

tected by Norway, and if Russia then swept through Norway she would completely surround Sweden, and it would be only a matter of time and then she would have control of Sweden and these valuable air bases and sea ports I have already mentioned. And so what they do externally is very significant.

Last year Sweden signed a trade agreement, pledging 24 million dollars of trade to Russia. And this is a very significant thing, and get this—this year Sweden has asked that that be reduced one-third. Today she is giving but eight million dollars to Russia in trade. So you see she is bending farther and farther away from trade agreements with Russia. And, although Norway and Sweden cannot break completely off from their friendship with Russia and ally themselves with the United States, they are combating externally and internally Russian influence and communist doctrine and way of life.

Now the question naturally arises in all of our minds, if they are fighting communism, why don't they tie up with the Western federation of democracies or with the Western Military Alliance in Europe. Why don't they come under the Marshall Plan? The answer to that is very simple—for fear of arousing the Russian anger and the Red temper. Now where does America fit into this whole situation? In the first place in keeping with America's policy to fight communism, and in keeping with our policy of national security by international means, we must make it known to the Scandinavian countries, Norway and Sweden, that we will give them our full support and our full aid as they combat communism internally and externally.

CAN MILITARISM BE CONSIDERED AS A CAUSE OF WAR?

Sam Pritchard, University of Redlands

John Milton was an old man, probably blind, when he wrote his greatest poem, Paradise Lost. In that poem there is an excellent scene where the devil reviews his fallen angels in hell. It is a scene that perfectly describes militarism, for, in that scene Milton has the devil stand before his troops, describes his banner as a floating meteor, describes his troops as dejected, and when they see their leader, they send up a shout that tears hell's concave. Militarism—what is it?

Militarism possibly can be described or defined as a solution of a problem—the solution being a resort to arms or war. Putting it in psychological terms, we can say that militarism is something more than that. Militarism is the glorification of pomp and circumstance. It is the love of arms and violence. In the final analysis—militarism is a disease. Nietsche described it in terms of will, and so we can say militarism is this: I will; therefore, it is so... Not, I think, therefore, it is so. It is the distinction between the will as over against reason. And so we can say, it is a disease of the mind.

But let's look at another aspect. Militarism—a national habit. Today in your life and mine, we have seen the result of two nations that have made militarism a national habit. You all know whom I refer to—Germany on the East—Japan on the West. Two nations, who have given much to their respective cultures, two nations whose men have stood high in many fields. Take Germany for example. It is unfortunate that Germans do not revel in the fact that their scientists lead the world. It is unfortunate that they do not revel in the fact that their philosophers have stood head and shoulders above any others in the modern day. Rather, they revel in the fact that they have a class called—the Junkers, who have a great and glorious history—what of? —Militarism. They don't have one general—they don't have two—what do they have?Many generals in every family. And they revel in pomp and circumstance. And they have bathed the world in blood again.

Turn to the West and you find Japan with her Bushido code and her Samurai warriors with the Shogun setting up a dual government and dominating the Emperor and leading the country to war. And then when the Western impact came and the Shogun was dropped, what happened? The army and navy took over as diet and led us to war. What does our State Department tell us? That this particular war has a long history of documentation—that the Japs have been planning a war for many years —militarism, a national habit!

But there are other things to consider—militarism, an illogical solution. Let's turn to the two great contenders in the world today—Russia and the United States. Look at Russia, and what do you find? Russia has used the illogical solution. Look at Peter the Great, a man of exceptional stature, of great intellectual ability, and the energy of ten men. But Peter the Great embarked upon militarism. Out of his long reign only 13 small months was there any time where that nation did not have war. Peter had a problem—the problem was serfdom and land. For you recall that Peter subjected 98 percent of his population to the degredation of practical slavery and serfdom, and that great seizing mass demanded only one thing—land—more land—better land; we want land! And Peter chose the illogical solution, and kept his country at war. He had a great successor—named Katherine. Katherine did the same thing, although Katherine the Great was hailed throughout Europe as a liberal. She had the same problem.

Let's turn to the United States, and what do we find? We find in the past that the war hawks led us to war in 1812. We find that "manifest destiny" during the Mexican War did the same thing. In the War of 1812 we got no results. We had a problem

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Department of College Oratory

Ill Fares the Land

AN ORATION BY LOREN CARLSON, OF YANKTON COLLEGE, WINNER OF FIRST PLACE, MEN'S DIVISION OF THE TRI-PROVINCE MEET OF PI KAPPA DELTA, FORT COLLINS, COLORADO, APRIL 1-3.

I like to draw. I've always liked to paint pictures. May I sketch one for you. It is one of those boyhood memories that lingers on. The day was clear, radiant, beaming; the kind of day that makes one glad to be alive. Under the silvery sky was the familiar beckoning of the OLD SWIMMING HOLE. It wasn't the cool inviting attractiveness of the water nor the scenic beauty of it cradled in the green valley; but it was the youthful pleasure of splashing water flashing myriads of color in the brilliant sunlight; the zest of rushing into the swimming hole so you wouldn't be the last one in. Yet as I look back, remembering the cool, invigorating sensation of mud oozing through my toes, I knew that something was wrong. Oh, yes, we thought that we were lucky to have a swimming hole in our own back yard, but still even then we knew, or rather we hadn't forgotten the cold blasts of the winter winds that had skirted the prairies and piled the dirt high into the fences. There leaving in its wake huge drifts that did not melt like snow, but remained and formed a natural dam for the spring rains to come. And behind that drift of dirt was our SWIMMING HOLE.

Some miles away was another picture. It was a long, quiet line of ghost-like people standing listlessly in the streets of a great metropolis. There was a silence because, you see, there were no soles to cover their feet. The muted shuffling of sore and aching feet was muffled by whimpering sobs of skinny babies suckling at their mothers' breasts. Tired, gaunt men leaned back on the street-lamps; others squatted on the curbs, then looked askance at the sky. It was a greyed, frenzied sky that hung like a cloud of gloom over the smokeless, exhausted city. The people complained as they spat out the grit of red Kansas dust that permeated the atmosphere not realizing that their plight was allied with their physical discomfort. Nothing was right. Everything was going to hell. The high sailing clouds of dust meant nothing to them. Sure they heard of the black blizzards out west, but they weren't concerned. Somehow they, like so many others, missed the connection between their dismal difficulty and the land being carried away by wind and water. They didn't realize that poor land meant poor people. They didn't know that it was the land that nourished, molded them, fed its abundant vitality into their veins. That they, as well as the farmers, were its children, lost,homeless without its protecting arms about them.

The land is on the move more today than it has ever been. Every rain, every wind that passes across unprotected plains or exposed dry sandy land carries with it some of our lifeblood. And our bloodbank is slowly running dry. We have exploited two-fifths of our heritage and another fifth is seriously damaged. Imagine that figure, forty percent of the farmable land has been virtually murdered by our inefficient mtehods. Or to put it another way, suppose that we were to wake up some morning and discover that some foreign power had invaded and taken an area equal to the combined area of California, Texas and Washington. Over ninety-seven percent of the Great Plains have been damaged by wind and water, the twin evils of erosion. To put it in the terms of farms, we have lost a million farms or an area eight times the size of Wisconsin. A loss that continues right up until this moment—for during the course of my speech, one sixty-acre farm has lost its topsoil. There is hardly an acre in the whole United States that has not felt the savage slashes of the ogre, EROSION.

Three hundred years of careless cultivation have reduced the average depth of our soil from nine inches to five. The great Wilderness in which the battle was fought during the Civil war was once the pride of the tobacco land. Intensive cultivation reduced this to a state of desolation in two hundred years. While driving through the western part of Tennessee tourists inevitably are shocked to come upon an area of utter despair. Land once rich is now lost to production. Not any more than thirty miles from my Dad's farm in South Dakota is a section in which nothing has been grown for the past fifteen years. About all that it has been able to produce is a thin crop of sunflowers. Most of this land is abandoned. It is gone for centuries, perhaps forever. It takes 500 years to build one inch of new topsoil if all the conditions are perfect for its rebirth. Every piece of plowed land loses as much soil in ten years as a piece of sod loses in 4000 years.

Must we take our place alongside decadent nations, who have been buried in the sand? How long will it take us to learn that a nation that eats into its land reserve continues to become more and more insolvent. An unbalanced land budget is a portent of sure destruction. Can we forget that the surest way to the Stygian shore is land bankruptcy?

If we would balance our land budget we might renew the land and be able to conserve that which still remains unravished.. It can be done! One of the experiments of the United States Department of Agriculture in Kansas seems to furnish the key. Here in the heart of the Dust bowl where the slightest breeze only a few years ago would send sand skyward, now due to controlled reclamation, cattle can be seen grazing belly-deep in grass. We must spread the use of strip-cropping, reseeding of grasses, contour cultivation, and building of water reservoirs in order to prevent the mass exodus of our land.

The results have been amazing. Increased yields which average at twenty percent have come with these soil-saving practices. Farms deserted in the Southern Great Plains at the rate of one in six where conservation was not practiced dropped to one in thirty when the treatment was administered. Additional yields were doubly significant in that the nutritional value of food produced increased in proportion to the amount of nutrient contained in the topsoil. For it is well to remember people living on poor land, eating nutritionless food can be almost as hungry as those who have nothing to eat.

Bare existence is not our goal. It is not the road to greatness. Poor nations do not generate great cultures, but rather destroy and weaken the institutions they do possess. Poor nations mean idle factories, long queues of starving masses pleading for their daily ration.

William Jennings Bryan drew the picture when he said: "Great cities rest upon our broad and fertile prairies. Burn down your cities and leave your farms and your cities will spring up again as if by magic; but destroy our farms and grass will grow in the streets of every city in the country."

We Americans look with smug pity upon the parched districts of the Old World and Central America. But if we understood history, we would know that these dry, burning regions were shouting to us—that there is not a great desert of our day which has not been a fertile district within historic times. Now they are the graveyards of the world. As we behold the swirling dust in the heavens or the muddy rivers on their way to the sea—they represent the challenge to us whether rural or urban. It is our heritage that is being destroyed. And how shall we answer? Our generation and those of the future, whether they be farmers or workers, teachers or students, men of business or the professions, must join in this campaign for the lands' sake. We must galvanize into action our knowledge that the greatness of our nations and our culture is being molded in its soil. Conservation must be our cry until an enlightened public will chorus with fervor:

River and tree and sod and soil—
Nourishment for free men's toil;
Out of the future a clear voice cries;
"Save these now or the nation dies."

Special Feature Division

WE PRESENT: THE UNIVERSITY OF COLORADO IN SPEECH AND DEBATE.

By DOROTHY BROSE

THE FOCAL point from which both the curricular and extra-curricular forensic activities radiate from the University of Colorado campus at Boulder eastward to the plans and westward over the Rockies is the speech division of the English department in the University's College of Arts and Sciences..

As a result of recent revisions in the curriculum, all Arts and Science students take at least one quarter or three hours of speech as part of their freshman English. Upon this foundation are built other curricular offerings which are elective—classes in speech correction and phonetics, public discourses, and interpretation and dramatics. A speech clinic, headed by Dr. Richard Parry, offers corrective work to all students who have particular speech difficulties and wish to remedy them. Graduate degrees also are offered by the University for advanced work in English and speech.

Special speech classes are included in the summer session programs. Because of its mild climate and varied recreational facilities, the Boulder campus of the University of Colorado is popular for summer school students. A feature to be inaugurated this year is a four-week speech institute for high school students, directed by Prof. Thorrel B. Fest. Scheduled during the first week of the summer quarter, the institute will be staffed by outstanding high school and college teachers of speech from

all parts of the nation, as well as University faculty members.

This year, with the completion of the new three-million-dollar dormitory project, more students than ever before can be accommodated. The 1947 fall enrollment figure of 8,747 students set an all-time high, and assures the University of a future of expanding educational leadership.

Plans for the erection of the two-and-a-half-million-dollar Student Memorial Center include provisions for debate, discussion, and radio activities as well as facilities for recreation.

The new creative arts program starting this summer has also special emphasis upon speech and the theater.

Dramatic and interpretative speech work centers around the University Little Theater productions, presented six times a year under the direction of faculty members in the department of English. The Players Club is the official student dramatic organiation, and membership is attained by participation in the plays, either through acting or in production crew work. Students have their opporiunty to produce, direct, and act in another phase of the interpretive speech program—the experimental or laboratory theater.

The Speakers Congress, an organization of students interested in forensic activities, is the integrating core of the extracurricular speech program. Directed by Prof. Fest and Mr. Roy C. Nelson of the speech division, the forensics program seeks to include all interested students in a broad program of activities. Membership in Speakers Congress is based upon interest, effort and ability, but participation in any speech activity is open to all.

Four basic areas of participation constitute the extracurricular forensics schedule:

(1) The inter-collegiate program, including such inter-school contacts as debate, extemporaneous speaking, oratory, and more recently, interpretive reading. Students participate in meets held on regional campuses and also debate with teams in other parts of the country.

(2) Off-campus speaking, or public information and discussion activities. Students' forensic groups are prepared to discuss more than thirty topics of current interest and importance before groups requesting programs. Such speaking engagements are scheduled in all parts of the state and may be financed by the Speakers Congress budget when organizations cannot meet the expenses. Booklets are printed for distribution to clubs and interested groups, describing the Speakers Bureau programs and introducing the student speakers.

Last year when Colorado teachers were carrying out a drive for increased state funds, University of Colorado students talked before 5,000 people throughout the state, discussing the need for improved educational facilities and higher salaries.

Also within the area of off-campus activities, students cooperate with officers of the Associated Alumni organization and appear before alumni groups to discuss varied subjects, ranging from the athletic program or the new Student Memorial Center drive to research programs at their Alma Mater.

Cooperation is extended to the Colorado State Speech League, the state high school forensic organiation. University students cooperate in conducting clinics, providing demonstration activities, and in a variety of ways assist high schools both in initiating and carrying out forensic programs.

Unversity students working with admissions office personnel also meet groups of high school seniors and discuss with them phases of college life and activities, preparatory to their entering C.U.

(3) Campus forums. The University's discussion policy is liberal, encouraging full and free discussion of all issues. The governing philosophy is that man, not only has a right to be heard, but also a responsibility to make his ideas known in a democracy. Consequently, the campus forum activities bring information and understanding on issues of current interest and importance. Students, faculty, and guest speakers present the issues before local audiences.

Two of the recent topics discussed are Universal Military Training, on which views were presented by a Unitarian minister and a former adjutant general; and the adoption of the honor system at the University, discussed by faculty and student speakers.

(4) Radio discussions. Programs are presented by University students over Boulder's station KBOL. Student-prepared and moderated, the radio shows are produced in cooperation with the University's department of radio production and are broadcast once a week from the newly-finished studios in the Norlin library.

During the past year, radio activities have included twenty-nine discussion programs, involving 121 different participants drawn from six schools and colleges in the University.

Although the radio shows are supervised by Prof. Fest and Mr. Nelson, the outline of the discussion and organization of the programs are handled by students. The program is recorded on the wire recorder so the participants may hear how they sound before the show is broadcast. The discussion is extemporaneous, with the students following a general outline. Topics for the programs have ranged from the partitioning of Palestine to city planning and the question of sex education in the public schools.

The entire forensic program at the University of Colorado is based upon the belief that access to facts is a prerequisite to the development of de-

MACKY AUDITORIUM, SITE OF CONVOCATIONS, CONCERTS, AND ADMINISTRATIVE OFFICES.

STUDENTS GAIN PRACTICAL EXPERIENCE FROM INFORMAL DISCUSSION GROUPS.

NORLIN LIBRARY, FIRST MAJOR UNIVERSITY LIBRARY TO BE BUILT ON THE DIVISIONAL READING ROOM PLAN.

PROFESSOR FEST (IN FRONT OF MICROPHONE) AND STUDENTS PREPARE FOR BROADCAST FROM UNIVERSITY STUDIO.

ONE OF UNIVERSITY RESIDENCE HALLS FOR WOMEN, SHOWING CHARACTERISTIC RURAL ITALIAN ARCHITECTURE OF CAMPUS BUILDINGS.

COEDS SHARE ATTRACTIVE, PLEASANT ROOMS IN RESIDENCE HALL.

ONE OF THE MEN'S RESIDENCE HALLS, SHOWING MOUNTAIN BACKGROUND OF BOULDER CAMPU

MR. ROY C. NELSON (SEATED SECOND FROM RIGHT) AND DEBATERS PLAN THEIR TRIP TO WES
COAST AND HAWAII.

ng, of taking away from the other fellow. I leave ou with this—the people in this room—this is a erious situation. It is for you, and you, and you—nd for myself to do whatever I can. We've got to elp the nations of the world. We've got to make ne world a better place in which to live.

WHAT SHOULD BE THE POLICY OF THE UNITED STATES IN GREECE?

John F. Briggs
Yankton College, South Dakota

The Balkan states have often been called the owder keg of Europe. And Greece is no exception. Ve find in Greece today a very difficult situation—ne which may determine the course of events in the ear future. We find existing there two extreme con-epts in government. On the one hand we have the ommunists, the guerrilla forces represented and upported directly by communistic Russia, and as-isted still further by the infiltration of support hrough the borders of Albania, Czecho-slovakia, Rumania and other states. We find on the other hand nother diametrically opposed system; one which he United States is supporting—one which at best we could possibly call or term reactionary and at worst fascistic—a form of government which is act-ually representative of not more than 30 Greek fami-ies and one which the United States is yet giving ts full support. It is a type of government against which the United States has recently waged war successfully, and has indicated and adopted a policy that will eliminate to provide for all oppressed peoples their so-called inalienable right of freedom of choice of the type of government they so desire.

Now we find that this system is certainly opposed to the American principle. We find that it is in effect hindering American progress and America's attempt to gain a peaceful situation in the world today. We find that it is lowering the prestige of the United States; that it is helping to decrease the confidence which oppressed peoples have placed in our country. Yet this is our policy; we can't help but wonder whether it is a just and righteous policy. But if it is not, what then should be the course of the United States? What should be the policy in Greece?

It seems that the logical answer would be a policy of moderation. It seems that if the United States were desirous of maintaining her prestige and her confidence in these peoples and their confidence in her that she would rather exercise her influence and her pressure upon the present government of Greece and persuade them to establish a system whereby the peoples of Greece will have an opportunity to express their desire as to the type of government they would prefer. Yet we find the United States is failing to do this. Exactly what the reason is, is probably their desire to prevent the spread of communism. Perhaps that is a justified end. I am inclined to agree that it is to a certain degree, and would therefore suggest that the American Government adopt a policy of allowing an election in Greece, and that regardless of what government should come out on top that she should continue her policy of economic and military assistance to that country.

The spread of communism may be halted or resisted. It seems that this is truly the only policy for the United States that the peoples of the world have placed in her as a nation, and have allowed her to gain a prestige unknown to any nation in the world before, and that their confidence has been placed in the United States as a last resort. It is my opinion that we could prognosticate that unless the United States embarks upon such a policy in the near future that the prestige of the United States will be greatly decreased, that the confidence of these smaller nations, these oppressed peoples, in the ability of the United States to give them their rightful gift of freedom will be lost. And that these oppressed peoples will have no choice but to remain forever, or at least for a considerable length of time, under the yoke of domination and tyranny. And so it seems again we can turn back the pages of history and adopt the policies that our great philosophers have laid down as the basic ones for all nations and all peoples. We can go back then to Aristotle, and if we can realize and recognize the practicability and the plausibility of the adoption of his policy when he said, "All things are relative; nothing is absolute."

CAN THE UNITED NATIONS BE MADE TO WORK?

Robert Fanslow
Yankton College, South Dakota.

A few years ago the world was desperate in its quest for peace. And as a result, with a great deal of hope and still much more ballyhoo, the United Nations Organization was established. Since that time the United Nations has had its ups and downs, probably more downs than ups, and so the world has begun to wonder just how successful the United Nations can be made to be, how successful the United Nations will really be.

Essentially the United Nations is a confederation, and because it is a confederation, it hinders positively, effectively any feasibility for its success on certain establishments. We find that in the United Nations there are certain structural defects which effectively hinder its working power. I could enumerate these defects for you. We find, for example, that within the structure of the United Nations, the nations do not have the right of seceding from the United Nations at any time they see fit to do so. We find that the United Nations can act only upon

states, upon nations; they cannot act upon individuals or peoples as such. We find that the United Nations cannot effectively enforce its decisions, and we also find that the United Nations, within the Security Council must have unanimity of decision in those matters which resort to security, peace and war. Well, I've given you a few of the basic defects within the structure of the United Nations. I could go on and enumerate many more, but, I believe, if we took all these various structural defects, we could take them and place them in one group sum, and that sum would amount to this: that within the United Nations, a Nation State rules supreme. That within the United Nations, every state is a sovereign entity to itself. Every state can do as it sees fit; when it sees fit; how it sees fit, irrespective of the actions it may take against its neighbor. We find that every nation within the United Nations today is a sole arbiter of its own destiny, regardless of how that destiny may affect its neighbors.

How, then, can we make the United Nations succeed in view of these various defects? Well, I believe that the solution is rather simple; it is a solution which we have been talking about here the past few days during debate and discussion. The solution is naturally "cooperation." If the nations of the world are willing to cooperate within the framework of the United Nations then the United Nations can be made a success. If the nations of the world are not willing to cooperate in the framework of the United Nations then we are going to find that the United Nations or any governmental institution will be a failure.

Now how are we going to define success? Are we going to say that, for example, if the United Nations is successful in preserving and achieving peace within the world, that it is successful? Or, are we to say simply that if the United Nations provides a common meeting ground, a common meeting place for the various political, economic and social ideologies of the world that it is a success in that sense? Well, no matter how we are going to define the term success, within the framework of the United Nations we are going to come back to the same ingredient, that cooperation is essential for the working of the United Nations. However, we are going to find that cooperation is both a cause and an effect; naturally, for the establishment of any institution, be it government or social, we are going to find that a certain amount of cooperation is necessary. Cooperation must be the cause for the establishment of any governmental institution. But after cooperation has been established, and after the governmental institution has been established, we are going to find that cooperation can also be an effect. Because, here you have the United Nations already established—here is the means—here is a body, wherein the peoples of the world can cooperate. So, I believe that possibly the United Nations bids well for the future, for we have here established a means whereby all the diverse peoples, races and nationalities of the world can come together. They can come together, talk, work, and cooperate if they see fit to do so. But here is the means established for their cooperation. I believe that we are going to find that if the United Nations is really to work, the peoples of the world are going to have to come together through the medium of the United Nations. They are going to come together, and work within the framework of the United Nations. But still again, it all comes down to this basic, essential ingredient—Cooperation. With cooperation, we can achieve the fruits of paradise; without cooperation, the grapes of wrath.

IS THE MULTI-PARTY SYSTEM A FACTOR IN COMMUNIST SUCCESS IN EUROPE?

Culver Nelson
University of Redlands

Political parties use various stepping stones in the attainment of success. But in evaluating success by any political party, one must be careful in evaluating which stepping stone is the larger and which the more important. Recently in Europe there has been in existence what is known as the multi-party system. A system, which has elections and which then, after the elections have been held, composes from the various parties, each of which has received only a minority vote, a coalition cabinet.

Russia, influencing communistic groups in Europe, has recently used the multi-party system as a method of attaining success, or of attaining control in these various countries. They have used it briefly as follows: first, they get the largest minority that is given to any party; then they go into the cabinet and to the people; they gain control of the police force or the military and other groups; and then they force the cabinet to become completely communistic. They force out the other minority parties and they establish, instead, a complete communistic regime. Thus via this multi-party system the communistic philosophy is spreading across Europe and attaining success in these various European countries. But once again, we ask ourselves this question: Which of the stepping stones is more important?

Is the stepping stone of the multi-party system the real factor and the real reason why the communists are succeeding in Europe? Actually there are two major reasons why the communists are succeeding in these elections. The first is; because of the use of force by the communist party. The communist party from within uses force to coerce the people, to coerce the military, the police force of the country, and then to coerce the cabinet members. And with the use of this force, they then put them-

selves in control of the government. At the same time that force is used from within, from without a constant and steady pressure is maintained by communist forces in outlying countries such as Russia itself. Large armies, well equipped, well disciplined, and ready with pressure forth-coming all of the time forcing and trying to force the elections communist. Thus the first real factor in these multi-party elections is the use of force by the communist party from within; the second factor, coupled with these multi-party elections is the folly of the parties within who oppose communism and the folly of the United States foreign policy from without. Within the people who oppose communism live in a small world of complete inaction; they believe that by doing nothing, they might succeed, and so they fail, and fail miserably. Inaction, a folly based upon the fact that communism is not strong enough to sweep our country, is not strong enough by its ideas to conquer us. And so, from this folly, the success of the communists becomes evident.

And from without, another folly—a folly dominating United States foreign policy—a folly that says: ideas can be opposed with bayonets; ideologies can be opposed with economic weapons. And so these two follies provide an ideological success for the communist expansion in Europe. The multi-party election becomes merely a small stepping stone from which the larger stepping stones—force—on the one hand from within by the communists, and folly from those who oppose the communist way of life. We may ask ourselves, then, from these stepping stones, how can we reverse this trend? What is the answer to this communist expansion? What is the answer to the use of the multi-party system in attaining this success?

The only answer to force and to folly is faith. Faith, first, in a United Nations organization. Faith, second, in free men and free institutions. Faith, third, in that which is most important—in the ability of men given the truth to choose wisely to choose wisely for themselves and for all mankind. This is the only answer to force and folly. The multi-party system has been but a small stepping stone in communist successes. The greater stepping stones have been force on the one hand and folly on the other to which faith alone is the real answer.

Many years ago Thomas Mann said this: "Ideals are like the mariners' stars; we steer our course by them but never reach them." To which Robert St. John added: "But we always return with a little stardust on our hands." Force and folly, coupled with the multi-party system in Europe, has made for communist success. But the only answer to this is faith—faith in free men, free institutions, faith and idealism in a bigger, a better, and a more hopeful world.

For those who are curious about the results—here are the decisions of the judges:

First speaker	6th place
Second speaker	4th place
Third speaker	1st place
Fourth speaker	7th place
Fifth speaker	5th place
Sixth speaker	3rd place
Seventh speaker	2nd place

The judges were: Prof. Sylvester Toussaint, of Colorado State Teachers; Prof. Wilmer Stevens of University of Wyoming; and, Prof. P. J. Harkness, South Dakota Northern State Teachers College.

Editorial Comment

SUGGESTIONS WELCOMED

The life-blood of any publication is the flow of ideas, news, and experiences, and the presentation of those ideas to others who may be interested. For that reason, the policy of this magazine has been to welcome unsolicited contributions, not only from persons well known in the field, but also from those whose works have not previously been published.

As might be expected, the bulk of these contributions come from coaches and teachers. More are always welcome.

It might also be pointed out that contributions from debaters themselves will be given special attention. We have learned to have a healthy respect for the reasoning power of the young men and women who are debating today in our high schools and colleges. They know that they, of all groups, are able to report the attitudes and events they encounter in modern debate.

For example, Austin Freeley, formerly a debater at Boston University and later coach, reported in an earlier issue an interesting series of debates with Norfolk Prison Colony. Two Bates debaters, Edward Dunn and Norman Temple, reported their debating trip to Scotland and England.

How about the events in your own debating career? Have things happened, perhaps in your own

home town, that others would like to hear about? Don't be modest. For instance, did you set a nice trap for your oponents in that last debate, and have it work? What technique have you found successful in organizing your case? Does your coach have some good ideas you'd like to report? Do members of the squad, or individuals, have exceptional records? People like to hear about these things, and it's our policy to publish such information.

Letters and manuscripts should be addressed to E. R. Nichols, Redlands, California.—G.M.M.

COMMENT ON THE ARTICLE "IT'S NOT DEBATABLE"

The examples given by Miss Feris are enough to make one's hair stand on end. Certainly they represent poor debating, and where applicable, deserve all the criticism heaped on them by the writer. Although Miss Feris refers to the majority of coaches, it is our belief that she simply intends to censure bad practices, not speech work or debating in general.

Some bad practices occur much more frequently than others. For example, the author is probably justified in referring to the majority when she points out that in some tournaments the coach does not know how poorly his teams are doing because he is off somewhere else judging a different debate. (For opinion, see "Technically Speaking" in this issue.)

Similarly, she may be justified in referring to the majority when pointing out that some debaters present facts without giving the source adequately, and that some rely too heavily on proof by authority.

When, however, she refers to teams which simply recite speeches rather than debate, she seems to be dealing with the minority. Surely Miss Feris' belief in training students to analyze, to listen, to think for themselves is shared by practically all of us. Speech itself is of no value if the speaker has nothing to say.

Finally, when the author discusses the use of the out-moded "Mr. Chairman, most honorable judges, most worthy opponents, ladies, and gentlemen", and to the possibility of adding ciphers and fabricating facts, we believe that without question she is referring to a very small minority.

When Miss Feris' article appeared in **Western Speech,** the editor appended a quotation from an earlier article by Vernon E. Beckman to show the other side of the picture. Mr. Beckman's article originally appeared in the **Clearing House,** was reprinted in the **Debater's Magazine** (3:195-6), then reprinted in **Western Speech.** Despite all these reprintings, we believe it worth repeating so we included it at the end of Miss Feris' article as **Western Speech** did, for we think the casual reader should also have the picture of debate as most coaches of debate see it.

OFFICIAL HIGH SCHOOL QUESTION

The official statement of the 1948-49 high school debate question is: **Resolved, that the United Nations now be revised into a Federal World Government.** It is hoped by the Committee on the Statement that this will prove to be an improvement on the statement used by the colleges last season.

AMEN!

We like the following editorial so well that we are borrowing it from the March, 1948, Forensic. We think Editor Moore has uttered a mouthful.

"One of the primary objectives of forensics must be the development of intellectual honesty. Ability to scrutinize reports and detect inaccuracies or deliberate misrepresentations, skill in exploding fictional statements, scorn for garbled testimony, contempt for counterfeit "evidence" should form the heart of a debater's character. Quintilian's first essential for an orator was that he should be a good man, possessing not merely exceptional gifts of speech but all the excellencies of character as well. Dr. Robert West questioned the worth of training students in powerful techniques of persuasion unless they possessed high ethical purpose.

In face of these avowed aims how can incomplete, misleading, or false publicity regarding a school's forensic achievement be condoned? We have recently had to compare local reports of the standing of various debate teams with the official reports of tournaments. Claims for first or second place with disregard for the fact that several other teams tied for the same position, the implication that teams were victorious in divisions in which actually no decisions were given, claiming a championship in a tournament where no winner was officially declared are common.

Will forensic people and their reporters be accused of adopting the propaganda techniques of pressure groups and authoritarian governments? Sadly enough, college news bureaus frequently appear to be copying the successful but ethically questionable techniques of propaganda agencies.

Coaches, orators, and debaters should demand accurate reporting. They should facilitate accurate reporting by giving 'the facts.'"

May we make a suggestion: Why not have a chapter reporter and hold him responsible for an honest rendition in the home papers?

Technically Speaking

QUESTION BOX, or DEPARTMENT OF TECHNICAL INFORMATION

GEORGE McCOY MUSGRAVE, Editor

AS old subscribers know, the purpose of this column is to discuss debate techniques and procedures. Questions from readers, whether coaches or students, are welcomed. Simply address them to the magaine at Redlands.

1. Do you recommend using handbooks on the topic? Shouldn't the debater do his own work? —B.J.B.

This magazine has no desire to dictate coaching policy, and I rather suspect that if your question were submitted to a number of coaches, some highly individualistic answers would result. Nevertheless, I believe it true that the majority of coaches do approve and use these handbooks.

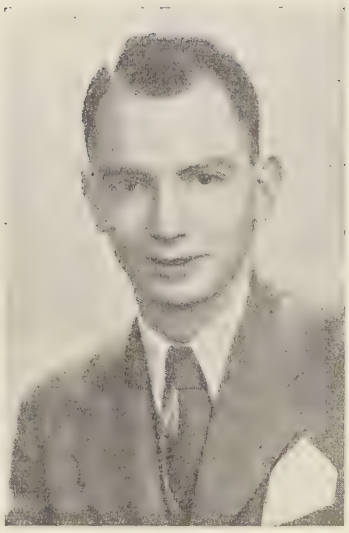
Handbooks, in conjunction with other material published on the subject, make a good starting point. They give the debater some idea of what the topic is all about, and, in most cases, impress him with the amount of material he needs to study and understand. They contain much factual data. They toss out all sorts of ideas for consideration. They sometimes suggest case outlines.

Yet, no successful debater can rely on handbooks alone. Recitation of someone else's work is a sure road to failure, simply because the speaker does not understand it well enough. He needs to master the subject himself, in his own thinking, before he can even begin to prepare a good case.

My own opinion is that, in the process of mastering the subject, the debater should read every bit of published material he can find, so long as the material is even remotely related to the topic. He has to discriminate. Handbooks, propaganda publications, textbooks, published debates, and radio forums are all sources of information.

Every now and then a coach comes up with the suggestion that debaters should not be allowed to read handbooks. "Make them do their own work," these coaches say, with the implication that there is something unethical about reading all of the published material.

Yet isn't this like telling a writer that he mustn't look at earlier books written on the same subject? Or like telling a scientist that he mustn't make use of anyone else's discoveries? True progress is seldom the result of one person's efforts. Progress comes when each person, satisfied that his predecesors had certain good ideas, enlarges and builds upon these ideas.



George McCoy Musgrave

Similarly, in debate, the teams should read everything they can get their hands on. They can accept or reject the ideas they read. The usual process is for the debater to say to himself, "That stinks! But there were a couple of sharp ideas there. Now let's see . . ." And he's well on the way toward a logical case of his own.

2. Do you think we should debate a single school more than once a year?—C.D.

Why not? A pair of colleges I know debate each other half a dozen times each year. High schools sometimes do the same thing, especially if there are not many prospective opponents in the immediate vicinity.

To keep events lively, you can use (1) different topics, (2) different sides of the same topic, (3) different debaters, with different cases, (4) different forms of debate.

3. Is it proper for teams of girls to make overnight debating trips alone, with a coach or other chaperone?—B.A.S.

This is one for Emily Post. All I can do is report the practices I have personally noted.

In high school debating, teams (whether male or female) are seldom seen far away from home without their coach. The usual practice seems to be to go wherever they are going in the coach's car, and return with him.

In college debate, quite the opposite situation exists. Teams of men go around the world alone, and teams of girls are sometimes found hundreds of miles from home without chaperone or coach. On other occasions, the coach accompanies the teams.

While it is not the function of this column to pass judgment on such matters from a standpoint of morals or etiquette, some observations might be in order from a debating standpoint.

It seems very much worthwhile to have the help of the coach when teams are on a trip. He is in a position to evaluate the work of the teams under different conditions, as well as to offer them the same type of guidance that he offers at home. For this reason, some schools, when attending tournaments, send two faculty representatives—one to act as judge, as required by tournament rules, and the other to audit the work of the teams.

4. What formalities are in order at the beginning of a speech? Should the presence of the judge be acknowledged?—W.J.

Years ago it was customary for speeches to begin, "Mr. Chairman, Honorable Judges, Worthy Opponents, Ladies and Gentlemen." Today the average debater would no more think of beginning a speech in that manner than he would write at the begi ning of a letter, "Yours of the 15th inst. received an contents noted." Both forms went out with the Star ley Steamer, and sound just about as queer today.

It is courteous for the speaker to acknowledge th chairman, just as he would do in a legislative as sembly. It is also courteous to acknowledge th people whom he is addressing—the audience. Th can be done with a simple, "Mr. Chairman, Ladie and Gentlemen." Presumably that includes every one present. Further embellishments are unnec essary.

Professor Quimby puts it this way[1]: "Any refer ence to 'Honorable Judges' is not in good taste. I you do not feel they are included in the 'Ladie and Gentlemen' it would not seem tactful to men tion it. Perhaps I am fussy about this, but I resen the implication when some student opens his re marks by saying 'Ladies and Gentlemen, and Mr Quimby'."

Speech Personalities

PRESENTING: DEAN LE ROY ALLEN

DR. LEROY ALLEN, member of Southwestern College faculty and resident of Winfield, Kansas, since 1922, died in Winfield on August 3, 1947. He had suffered a stroke on November 15, 1946, and had been seriously ill since that time.

Dr. Allen was born in Wooster, Ohio, on December 6, 1878, and resided in Ohio until coming to Winfield in 1922 to accept the position of Professor of Economics at Southwestern College. In 1925 he became Dean of the College of Liberal Arts and held that position until 1939, and since that time had served the college as Professor of Religion and head of the forensic group.

Dr. Allen was nationally known in the educational world for his Pi Gamma Mu, national social science honor society. He founded the society, was executive secretary and maintained head offices of the organization at Winfield. The group started locally and under Dr. Allen's leadership spread out to include chapters in leading colleges over the entire United States.

Dr. Allen received his bachelor of philosophy degree from the College of Wooster, his master's from the University of Chicago, and his doctor's from Oklahoma City University. He was a graduate of the Xenia Theological Seminary and became an ordained minister of the United Presbyterian Church in 1914. Since coming to Winfield he had been an active member of Grace Methodist Church and o the Southwestern and Central Kansas conferences

DEAN LE ROY ALLEN,
Southwestern College, Winfield, Kansas.

It was Dr. Allen who originated the traditiona Southwestern "Moundbuilding' ceremony, now hel

Turn to Page 9

[1] "So You Are Directing Debating", Brooks Quimby, published by J. Weston Walch, Portland, Maine, 1948, pg. 66.

Radio Section

EDITED BY HALE AARNES
Stephens College, Columbia, Missouri

INTERPRETING FOR RADIO

By HOWARD C. HANSEN
ector of Radio and Campus Wired-Radio Station
WMMC, MacMurray College, Jacksonville,
Illinois

olleges rarely present a completely planned urse of study for students with a major interest radio. Indeed, it is often true that college radio essentially, or solely, an extra-curricular activity. is is especially true in the smaller liberal arts lege. Consequently most radio students are pre- ited with the problem of selecting courses which ll best serve this interest. Regardless of what y become of this radio interest later on, it may safely said that during their college days most dents concern themselves with the pleasures of rsonal performances; they want to go on the air often and as effectively as possible. The question how can one become effective? Among the va- us courses offered in practically all speech de- rtments is that dealing with the oral interpreta- n of literature. What value does such a course ve for the student whose good judgment has indi- ted that he must prepare if he is to reap abun- ntly the pleasures of radio performance?

When the college radio director holds auditions a dramatic show—let's limit ourselves to that— usually brings to the tryout some rather definite eas of what he is looking for. He has spent a of time studying the script, visualizing the show, anning that which his imagination has dictated, d scheduling an efficient routine, and he has lved deeply into all the emotional and logical ctors which relate to the script. In this manner comes to know the background for the show and e local requirements for successful production. e director's primary task during this early phase production is to gain as many impressions of the ay and to assimilate them, in order to execute ccessfully the subsequent demands made on him.

What does the radio actor bring to the audition d, having been cast, to the rehearsal and to the tual production? Can he bring anything more an an eagerness and a certain natural talent? there any curricular experience which would en- le him to bring to the production efficient powers discrimination and appreciation comparable to ose taken for granted by the director—training

PROF. HALE AARNES

which will make the most of eagerness and ability?

I believe there is. That sure touch of a careful director, which we all recognize, is only partially the result of inspiration; it comes also from a technique for attacking a new aesthetic problem with the full force of his past experience and making of the performance something uniquely satisfying and unifying.

A radio actor can and should do for his share of the production what the director does for his: the actor ought to bring, along with a well-governed body and voice, a technique for efficient impression-gaining and impression-assimilation. Careful and thorough absorption of a good course in the oral interpretation of literature will do much to raise the level of anyone's talent because it provides a means for bringing personal uniqueness to a point of high and satisfying attainment.

There really is a great need for what Oral Interpretation can do for the student of radio. In order to lead you to a better understanding of how Oral Interpretation can enrich your performance experience I should like to list a few questions—the answers to which everyone ought to know, or at least ought to seek habitually, when preparing for a part. Of course, it will be understood that a study of Oral Interpretation will not provide the answers to these questions as applied to a specific play or role, but such a course will give you the technique by which the necessary search for the specific answers to these common questions becomes natural.

1. Do you prepare for your part by gaining logical notions about the plot and setting of the play? Do you clothe your character—mentally, spiritually, and physically—with the time and place of the story clearly before you?

2. Have you discovered anything about the character or philosophy of the author of the script? Take the case of Norman Corwin, who by his fine radio scripts and by his biographers is revealed to be a virile and vital young man highly preoccupied with the "common man," the "little fellow." To know

only this about him helps to understand his meaning, and his manner of expressing it.

3. Do you learn what motivated the author to write the script? It is revealing and stimulating to know, for example, that Corwin wrote his outstanding "The Odyssey of Runyon Jones" on an impulse to perpetuate the memory of his association with a lovable and foolish English setter named Nick, "a faker, a show-off, a Grand Hotel of fleas."

4. Do you come to know the meaning of the words in the script? How sad it is when the director is able to detect, merely by the way a word is improperly formed, that the actor never saw it before. But the significance of this question goes far beyond that; there is the problem of those words we know—under some conditions. Again, referring to "The Odyssey of Runyan Jones," the character Father Time tells Runyon that he is "heartily ashamed of the kind of time they have down there in Greenwich . . . because it is so mean! It's pretty mean time!" does the double entendre in the use of the word "mean" escape you? And what about proper names? In Corwin's script "My Client Curley," a charming tale about a terpsichorean caterpillar, there is a scene in which a man is presented laughing at a cartoon of Martha Graham eating willow leaves, Curley's steady diet. Of course, unless the actor comes to know that Martha Graham is a highly successful dancer, the point probably will be lost.

5. Do you know how to deliver your lines with the correct personal feeling required to "tone" the language of your character? Again, in Corwin's "The Odyssey of Runyon Jones" there is a charming scene in which Mother Nature speaks sharply to her silly secretary, "Blossom . . . wait a minute. What's that you have in your hand? . . . Don't you know I abhor a vacuum? Give me that!" and she smashes the vacuum bottle. If an actor does not support those lines with a simulated tone of righteous indignation and anger, the splendid humor is lost.

The above examples will serve to illustrate some of the problems which confront every radio actor. A course in the oral interpretation of literature, properly devoted to a consideration of not only techniques of expression, but also the techniques of gaining impressions, goes a long way to equip the actor for the pleasant rigors of performance. A course in oral interpretation can do this because it gives proper scope to the consideration of logical and emotional setting and logical and emotional details, and in effect provides a technique for answering such questions as they arise.

Remarks for the Good of the Order

RADIO'S INFLUENCE ON DEBATE PRACTICE

By Lloyd R. Newcomer, Whitman College

Since radio seems to be here to stay and since it is one of our most beneficial mediums of communication, it might be wise to consider briefly just what it has done to the field of debate. True, this medium has been a great aid to progress, but its influence upon debate practice has been both beneficial and non-helpful.

Let us consider only college debate practice at this time. There seems to be only a limited amount of research information on this topic, so many of the opinions herein expressed are likely to reflect a cross-section of the writer's viewpoints, along with those of persons interviewed. So, I am bringing forth these contributions to merely gain other more valuable and helpful suggestions to benefit future debate practices through closer coordination with radio.

Let us look at some of radio's beneficial influences as compared with the non-helpful phases. What is radio giving the college debater? It offers very little in the form of actual debates as we know them. Perhaps that is because our style of debating is not too easily adapted to a radio audience that does not yet fully see the speaker. True, with the advent of television in most homes, that situation could quickly change.

Criticism of Ordinary Radio Procedure

So what do we hear on the air? Modifications of debates in the form of discussions with varied types of debate technique within them. My main reason for referring to these discussions in this manner is because these techniques used cannot be classified as even true discussions in the manner that many of us in that field would uphold. Quite often the pattern becomes unidentifiable as to any specific classification. Some of these discussion-debate radio groups include: The University of Chicago Round Table, The American Forum-of-the-Air, Town Meeting, and others. Most of us are familiar with all or some of these radio programs.

Don't misunderstand me by believing that I maintain that benefits have not been gained from these groups. On the contrary, I most certainly feel that they have contributed most informative and helpful assistance to debate practice, but it would seem to many that they have only scratched the surface,

d many of their scratches have been detrimental i their presentation.

For while listening to these groups, all of us have scovered the poor methods of technique that have ten exercised. Analysis seems to go off on diver- nt angles too often; information is quite good t often inaccurate; seldom does the pattern take an organized setup. True, the speaking is usual- quite spontaneous, and yet the participants usual- violate good speaking procedures. Needless to say, e important phase of courtesy is too often ignored.

One example of such a violation of courtesy can cited in the October 14, 1945, broadcast of the niversity of Chicago Round Table. The topic of this oadcast was "What Should be the National Labor olicy?" During the course of the discussion Mr. harp said, "One of Mr. Hart's colleagues here con- onted me by saying that we ought to think of ices going down from time to time, just for a psy- nological effect. Everybody takes it for granted ices can only go one way—up!"

To which Mr. Stone replied, "Surely! We ought to tain some ability to take it, you know, as well s give it."

Mr. Hart retorted, "If you gentlemen will name e any time when there was a price reduction that id the country a hell of a lot of good, I would like know when it was."

This is only one of many such examples of non- bjective discussion-debate procedure.

College Radio Situation at Present

Perhaps you are thinking that this is only of inor concern, and yet you and I are putting forth uch effort in our college speech programs to teach tudents objective thinking in conjunction with heir speaking activities. How can we practically ave them apply such procedures when our own adio programs give them a false concept of the icture. Can we truthfully refer our students to the bove-mentioned programs as examples of good iscussion-debates? It would seem rather doubtful o many.

Our large networks are overlooking one of the reatest opportunities to work hand in hand with he colleges. In fact, it seems probable that they ould benefit from the professional training and xperience of speech instructors and other mem- ers of college staffs along with students who could ssist in the improvement and integration of their ebate-discusion broadcasts.

Perhaps radio sponsors are not interested in using aluable radio time for unknown college students. erhaps their broadcasts must feature well-known ames for these discussion-debates regardless of heir abilities. Since radio must gain much of its evenue from advertising, it is probably true that hey must cater to the whims of the listener. If that is true, college people may have to turn to another type of radio setup.

Many colleges already have their own radio stations, making it possible for them to broadcast their own programs. As to the feasibility of such a setup I cannot say; however, it is a means for the colleges to get on the air and contribute to radio discussion-debates.

It is also true that many local stations have cooperated by broadcasting a few full length college debates. However, they seem to be reluctant to promote such programs.

In view of this reluctance on the part of many local stations, a number of colleges, such as Bates, University of Iowa, University of Texas, Whitman, and others have resorted to fifteen minute transcription debates to be broadcast over local stations. These have been better acepted by radio because they are very short and do not interfere with coast to coast commitments. The above-mentioned colleges have enjoyed these brief debates, but some have not deemed them to be particularly valuable. The time for actual debating is too short and there isn't the direct clash that could come by an on-the-spot radio debate. Instead, the transcription debates have taken on a more-or-less correspondence type of argumentation.

That, in brief, is the picture of radio's influence on debate practice as it is seen by the writer at present. Perhaps I am being too critical and non-objective in connection with the activity. However, it seems to me that the networks and colleges can work more effectively together in the future to promote better debate practices.

DEBATING IN JUNIOR HIGH SCHOOLS

By Ralph Hutton

It is probably no coincidence that colleges with the strongest debate teams, year after year, are also the colleges which systematically encourage debating in high schools. High school is the natural training ground for college work, and the presence of experienced debaters is an asset to any college squad. (Such activity, of course, strengthens the teams of not only the sponsoring colleges, but also the teams of neighboring colleges, depending on where the high school graduates matriculate.)

Similarly, it would seem that students with junior-high debate experience would be an asset to any high school squad. In music, junior-high bands and orchestras are common. They are even found below the junior-high level. The experience thus gained at a younger age proves tremendously valuable to these students later on. We have not, however, been as active in promoting junior-high debating as we have in promoting other activities at that level. High school debate coaches ordinarily have to start

with completely inexperienced personnel, and this is not uncommon even in college. Such a situation would be unthinkable in music or sports. It seems to me that the next logical step is the development of junior-high debating.

Some activity on this level does exist now. There are many junior high schools which arrange periodic debates between home rooms or sections. These efforts, while laudable, often fall far short of the need. Despite the efforts of junior-high teachers and principals who sincerely believe in the educational value of debate, the teachers who arrange these debates rarely have the training or experience to pass along to the students. The topics are often poorly chosen and incorrectly worded ("Resolved, that Lincoln was a greater president than Washington," "Resolved, that men teachers are better than women teachers"). The students are not shown how to organize their cases—if, indeed, any organization is possible with topics worded in the above manner. Competent judges are lacking. While such activity does arouse some interest, I believe that we are seriously underestimating the capabilities of junior high school students when we do not provide something better. Junior-high accomplishments in declamation, music, and sports are too well known to require repeating here. The ability and potential interest are present, but so far they have remained largely untapped.

To whom can we look for the development of a satisfactory junior-high program? It seems to me that just as colleges often sponsor local high school debating activity, so the high schools must sponsor jnior-high activity. The high school music teacher or football coach seldom relaxes until he is satisfied that the junior high schools are providing an adequate training for later activity in high school. This training may be under the high school teacher's direct supervision, or it may be provided by junior-high teachers; but unless it exists, and in high quality, the high school teacher is more than likely to see that the situation is corrected. Similarly in debate, I think the high school coach, and possibly the high school squad must take the initiative. Where this initiative is lacking, the colleges, having a direct interest in the matter, must provide the necessary stimulus, possibly through the high schools.

At the beginning, the new junior-high debate program probably should consist of debates between home rooms. Natural rivalries can be created, and the debates between any two home rooms can be held before an audience consisting of the entire personnel of both home rooms. The final debate can be held in a general assembly with parents present. Shorter timing—say a total of 35 or 40 minutes —may well be employed when the debates are held on school time.

Junior-high principals and teachers are often highly sympathetic to such activity. Having sol them on the general idea, the high school coac might, at a junior-high teachers' meeting, explai some of the fundamentals. He might point out th difference between the wording, "Resolved, tha men teachers are better than women" and the word ing, "Resolved, that wherever possible, men teacher be hired in preference to women." He can show tha a debate on the topic, "Resolved, that Lincoln was greater president than Washington," can result onl in a quibble over the definition of "greater," with out the possibility of a satisfactory conclusion. H can then propose two or three acceptable topics, an let the junior-high teachers express their preference

Similary, he can show them how the case is or ganized, show them that evidence is needed to sup port contentions, and indicate that a team does no win by listing more "points" than the opposition.

With this as a starter, and possibly with the hig school coach himself as judge of the final debate the program will be off to a good start. In time when teachers as well as pupils gain experience, th quality should continually rise. From time to time the coach can make suggestions on technique i teachers' meetings. His comments as judge at th end of debates will also prove of value to teacher as well as pupils.

After a period of perhaps two or three years, whe the quality has risen to an acceptable level, debate between junior highs may be arranged, with th winning team in the intra-mural program chose to represent the school.

All of this activity should be a distinct asset t the students themselves, to the junior-high and hig schools and to the colleges. It is simply one mor step in the natural training sequence.

PRESENTING DEAN LE ROY ALLEN

Continued from Page 90

at the opening of each school year. The Mound, jus north of Richardson hall, typifies the loyalty of eac old and new student to his college.

Dr. Allen is survived by his wife, Ethel J. Aller two daughters, Ruth of New York City, and Janet o Winfield.

Teachers, students and laymen alike mourn th death of Dr. Allen. He was revered by all as a wis teacher, a safe counselor and a true lover of man kind. His most outstanding characteristic was an ap parently inexhaustible physical energy and the lov for his work. He had an unending stream of idea and once an idea had passed the bar of his judg ment it was sure to be promoted.

The final debate at the Ft. Collins Meet betwee the University of Redlands and Yankton College i scheduled to appear in the September issue of **Th Debater's Magazine.**

Debate Techniques

Elements of Double Summary Judging

By GEORGE McCOY MUSGRAVE

N the last few years I have written several articles on the merits of the double-summary technique of judging debate, with the hope that this rocedure would prove useful to judges desiring a ore concrete, objective standard. Recently, it was ought rather forcibly to my attention that the ethod sounds complex. A man whose opinion I ghly respect wrote:

"I like what you are working toward very much; I regard the basic idea insofar as emphasis is concerned, as sound; but I admit that I still feel it is too confusing for me to attempt—yet!"

This was something of a blow. Thumbing through revious material on the subject, I was forced to dmit that he was right. Previous articles have dissed many aspects of the subject, (1) the relative erits of the two common judging techniques, (2) he things that a judge should **not** do and why not, nd (3) reasoning backs up the things I think the he judge **should** do. Nowhere have I summarized ist what the judge does do, and let it go at that. o wonder it sounds confusing. The present artie is intended to remedy that fault; for I am coninced that in practice the double-summary technique is not only basically **sounder** but also **simler** than the alternative—the score-sheet technique.

I

Whatever the procedure employed by the judge, ertain essentials must be kept in mind as he aproaches his task.

First, he must understand that his decision is to e awarded to the team doing the better debating n the particular subject under consideration. All f his efforts are toward that end.

Second, he must remain strictly neutral and impartial with regard to the subject matter for debate. He cannot aid one team or the other by injecting his own personal opinions into the decision. This principle is applied in two ways:

1. The judge is required to accept as true all arguments backed by reasonable proof (as defined below) until such arguments are overthrown by the opposing team.
2. The judge must not accept ideas which are not backed by reasonable proof.

Information, evidence, and arguments which happen to occur to the judge, but which are not employed in the debate, have no place in the decision. The only exception would be in the case of dishonesty, where one team uses material the judge knows to be false.

Third, the judge must understand that impartiality also applies to the debate techniques employed. Harlan puts it this way:

> "The danger of using coaches for judges is that they have their own ideas about how best to prove each side, and, regardless of how good your proof might be, if you do not prove it as they would, there will be a tendency to discount your argument."

Perhaps this does not apply to the majority of coaches who serve as judges. But in those instances where the coach-judge does swerve from impartiality, the criticism is valid. The decision must be based on the techniques actually employed, so long as those techniques are honest and legitimate; the techniques preferred by the judge are entirely irrelevant in determining the winner.

Certain preliminaries are necessary before the debate begins. The judge usually finds it desirable to come with the necessary materials—namely, pencils and lined paper. The paper is ruled in advance, so that arguments can be recorded systematically. A pocket notebook is seldom sufficient for this purpose.

The competent judge often writes down, before the speeches start, the exact wording of the topic. He may also write down the names of the speakers if he intends to refer to them by name in his critique; this is also useful in the event that the debaters refer to each other by name.

These preliminaries over, he can sit back, relax, and enjoy the contest.

II

During the debate, the primary task of the judge is to record the arguments established, and to record the refutation and counter-refutation as it occurs.

In order to do this, the judge uses two sheets of paper, one for the affirmative and one for the negative. The constructive arguments presented by each team are recorded on that team's sheet. Refutation and counter-refutation are recorded opposite the original arguments.

Many methods of case organization are possible in debate. The affirmative may use one type and the negative another type in the same contest. Consequently, the judge finds it necessary to convert such arguments into some kind of common denominator, for purposes of comparison. Thus, instead of recording whatever a team happens to consider a "point", the judge records only **advantages** and **disadvantages** in the proposed plan, and the refutation of such arguments. In essence, he reorganizes the cases presented by the debaters. For example, suppose the affirmative lists as its first point the "need for a change", with subpoints consisting of two specific conditions needing correction. The affirmative later shows how these two conditions will be improved under the proposal being discussed. The judge records the two improvements mentioned, as two advantages. Teams sometimes organize their own cases this way and sometimes do not. Whatever the method of organization used by the teams, the judge records only advantages and disadvantages.

As each original constructive argument is offered, the judge considers the supporting evidence and logic presented by the debater. If the argument is established, he records it. If not, he ignores it. His criterion is,

"Based on what I have just heard, is it more reasonable to believe this argument than to disbelieve it?"

By this criterion, assertions not supported by evidence or logic are disregarded.

As the constructive arguments are attacked by the opposition, the judge asks himself whether the attempt at refutation was successful. If so, the judge records the refutation. If not, he disregards it and the original argument stands until overthrown. This time, in similar manner, his criterion is,

"Based on what I have heard the two teams say so far, is it more reasonable to believe the original argument than to disbelieve it?"

III

At the conclusion of the debate, the judge analyzes his notes. He considers only the arguments which remain standing at the end of the debate, **i. e.**, those for which satisfactory refutation has not been offered, or which were rebuilt satisfactorily after refutation.

He then arrives at the decision on the following basis:

A. Where the negative supports the status quo:

1. The plan is shown by the teams to have advantages and no disadvantages:
   Decision: Affirmative.
2. The plan is shown to have no advantages:
   Decision: Negative.
3. The plan is shown to have both advantages and disadvantages:
   Decision: Either team, depending on (1) th demonstrated importance of the advantage and disadvantages, (2) the number, if eac is shown to be of equal importance, and (3 the degree of certainty attached to each afte refutation and counter-refutation.

B. Where the negative supports a counterplan:

The affirmative is required to show that its ow plan is better than the **status quo,** unless th negative admits it. If the affirmative fails to d this:

Decision: Negative.

If the affirmative does show that its plan is bett than the **status quo,** and

1. The counterplan is shown to have adva tages and no disadvantages with respect the affirmative plan:
   Decision: Negative.
2. The counterplan is shown to have no adva tages with respect to the affirmative plan:
   Decision: Affirmative.
3. The counterplan is shown to have both a vantages and disadvantages with respect the affirmative plan:
   Decision: Either team, depending on (1) th demonstrated importance of the advantag and disadvantages, (2) the number, if each shown to be of equal importance, and (the degree of certainty attached to each aft refutation and counter-refutation.

IV

I shall not complicate this paper by indicati the reasons for all of the above steps. A bibliograph is offered below for those interested. I would, ho ever, like to say a few words here about the effe of delivery and persuasion in debate.

It is my desire neither to over-emphasize nor under-emphasize persuasion, but to put it into rightful place—influencing thought. The purpose good delivery and persuasion is to encourage accep ance of ideas presented; such devices do not ex for their own sake.

On the whole (despite occasional assertions to t contrary) judges seem to be human beings. Li other human beings, they're more apt to consid Argument 2 established if that argument is prese ed clearly and persuasively than if the presentati is poor. That's the way people are built. Consequen ly, when we measure the success of the debaters terms of their success in meeting the requiremen of the proposition, we **are** giving consideration delivery, the same consideration given by the pub at large.

What is the alternative? If we consider delive in addition to this, as some would have us do, we giving it **double** weight, an entirely unnatural p cess in public reasoning. When we hear men li Harold Staasen and Ellis Arnall speak, do we sa

"I like his ideas pretty well. And, oh yes, come to think of it, he had a good delivery, so therefore I like his ideas **quite** well."

Of course not. These men have a calm, judicial approach which leads us to accept their ideas more readily. But having accepted them, we don't give them extra credence because delivery was good!

Probably no technique will ever measure persuasion in a foolproof manner. Our closest approach is to give it the same consideration as is given by the general public.

Bibliography:

"The Double-Summary Method of Judging Debates". **Debater's Magazine,** 1:1:11, March 1945. The first published account of this technique. Discusses some of the background as well.

"Specimen Debate: Compulsory Arbitration of Labor Disputes—Pepperdine vs. U. S. C.", **Debater's Magazine,** 1:2:38, May 1945.

"The Pepperdine - U. S. C. Debate: **A** Critique", **Debater's Magazine,** 1:3:39, Sept. 1945. An example of double-summary judging, showing the process of reasoning.

"Competitive Debate: Rules and Techniques", H. W. Wilson Company, New York, 1946 (second edition). Includes (pgs. 122-133) a comparison of the two most common judging methods.

"The Double-Summary Technique in Debate", **Quarterly Journal of Speech,** 32:458, December 1946. Discusses the double-summary technique when used by debater as well as the judge.

"Debate Judging", **Debater's Magazine,** 3:78, June 1947. An address before the Debate Section of the Speech Association of America, Hotel Sherman, Chicago, January 1, 1947.

QUIZ FOR JUDGES

By G. M. MUSGRAVE

Just for fun, try this one! You're the judge. You've been asked to give the decision to the team doing the better debating. These situations come up. How would you handle them?

1. The first affirmative, instead of waking the audience up, tends to put everyone to sleep. As judge you should:

a. Go to sleep with the audience.

b. Listen carefully, pinching yourself every now and then to keep awake. Make sure you don't miss any of the thoughts presented. Penalize for poor delivery.

c. Shake your head to indicate disapproval.

d. Stay awake if posible. In your comments after the debate, point out that delivery was poor, but don't penalize.

2. The first negative establishes two pertinent points, but in a very weak manner because his evidence is inadequate. What should you do?

a. Ignore the weakness. The affirmative can take care of this weakness if it wants to, but until that time, the arguments stand.

b. Penalize for weak evidence when the time comes to decide which team won.

c. Don't penalize until the affirmative points out that the evidence is weak; then consider this in reaching your decision.

d. Throw out the points on the ground that where the evidence is weak, the points cannot be considered established.

3. The affirmative presents a stronger and better organized case, but uses its notes too much. The negative, with its weaker case, uses a minimum of notes. What is the effect on your decision?

a. No effect at all, on the ground that the use of notes did not prevent the affirmative from getting its ideas across in a superior manner. Give the decision to the affirmative.

b. Penalize the affirmative for the use of notes. If quite bad, give the decision to the negative.

c. Since the debaters are trying to improve their speech habits, and since the use of notes does not improve speech habits, give the decision to the negative.

d. If the use of notes seems to you just about as reprehensible as a sub-standard case, call the debate a draw.

4. The second negative wears his tie at half-mast. The first negative doesn't wear a tie at all. The affirmative speakers are neatly dressed. The debate is close, but the negative has the edge. What happens?

a. Give the decision to the affirmative, on the ground that in a close debate, the neatness of the speakers may be a deciding factor.

b. Give the decision to the negative, but after the debate is over, tell them privately that their dress was in poor taste.

c. Call it a draw.

d. Flip a coin.

5. The affirmative presents a strong case. The negative offers what seems to be a weak counterplan. The affirmative, which did not expect to meet the counterplan, continues to build its own strong case without reference to the negative proposal. On the surface, from the arguments presented, the counterplan seems to have certain advantages over the affirmative proposal, but you have the feeling that it could be knocked full of holes. Your decision?

a. Affirmative.

b. Negative.

6. The affirmative presents an amazingly long list of so-called "points," twelve all together. In them, you spot four or five that look like benefits the plan

might bring about, but the affirmative offers so little evidence and logic that you feel none of them was established. The negative also is a poor team. The speakers talk all around the subject, but fail to get down to brass tacks. The negative completely fails to show that any ill effects would result from the proposal, and as far as you can see, fails to touch the long affirmative list of "points." Your course:

a. Give up judging.

b. Give the decision to the negative on the ground that neither team established any pertinent arguments.

c. Give the decision to the affirmative on the ground that the negative should have at least tried to refute the affirmative case, weak as it was.

7. The affirmative presents a strong, well-organized case, showing three major beneficial results from its proposal. The negative shows, in a weak sort of way, that the plan will be expensive. It refutes the affirmative arguments, whereupon the affirmative rebuilds two or them successfully, whereupon the negative tears down the arguments used in the rebuilding process. Your decision:

a. Affirmative.

b. Negative.

8. The affirmative has a distinct edge in the d bate, but uses evidence which you suspect to l false. The negative questions the evidence, but h no evidence to the contrary and offers no reasonin on which you could throw out the questionab evidence. As judge, what do you do?

a. Give the decision to the affirmative, accep ing the questionable evidence as though it wer not questionable.

b. Give the decision to the negative, on th ground that the affirmative was dishonest.

c. Throw out the questionable evidence, an any arguments which the elimination of the evi dence would undermine. Give the decision to th successful team, based on the arguments remain ing.

9. The first affirmative speaker is a good-lookin female in a tight sweater. When you come back t earth, you find that her speech is half over, and n doubt you missed some of the arguments. As first-rate judge, you:

a. Lean over and ask a neighbor in the audi ence what she said.

b. Pick up from the point where you came down to earth, ignoring the missed material.

c. Listen intently during the rest of the debate

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Book and Magazine Article Review

"So You Are Directing Debating!" by Brooks Quimby. Published 1948 by J. Weston Walch, Portland, Maine.

AS might be expected from Professor Quimby, this book is sound, objective, and thorough. Seldom does debating literature show such a grasp of debating **as it actually exists.**

Also, as might be expected from Professor Quimby, one chapter in particular is a masterful treatment of a topic inadequately covered elsewhere—the technique of cross-examination in Oregon style debate. To my knowledge, nothing comparable to this has ever been published. And I can say that "against interest," having written on the subject myself.

The particular value of Professor Quimby's treatment of Oregon style debate is that he shows such close contact with every phase of the techniques used. In example after example, he shows what to do and what not to do. First, he shows what limits the teams must observe to stay within bounds—and in doing so he is extremely reasonable. Then he goes on to show the techniques of **good** questioning and answering.

He shows how to construct **chains** of questions leading to the desired conclusion. He shows how to word them. He shows what to do when the opposing team comes up with the wrong reply. He shows the kind of questions to avoid. And, among these other things, he shows how the best-laid plans go astray. I can't refrain from quoting one series. In a debate on the value of modern advertising, the questioner was trying to get the witness to admit that he was unduly influenced by advertisements. He planned the questions to go like this:

Q. You claim that you are not influenced to buy inferior products by advertising?

A. No, I am not.

Q. You read the advertisements for toothpaste, don't you?

A. Yes.

Q. What toothpaste do you buy?

A. Pepsodent (etc.)

Q. You won't deny that Pepsodent contains a dangerous ingredient?

A. I did not know that it did.

You won't deny that the American Medical Association says . . . ?

But what actually happened was this:

What toothpaste do you buy?

A. I don't buy any. I use my roommate's.

Maybe I shouldn't have quoted this, because it n't typical of the book—but it was just too good pass up.

Here's another good one. The witness was asked, his defense of advertising:

Q. Do you claim that advertising reduced the unit cost of production?

A. Yes.

Since this must be generally true to be signifi-cant, can you give proof of your statement?

A. Arrow collars are an example.

Q. But you gave that one example already; have you additional evidence to show that such an ef-fect is **general?**

A. Certainly, here is a book by Professor Starch of Harvard University, a well-known authority on advertising. On page 392 he has a long list of such cases. I shall be glad to read them to you . . . (reads).

Q. All right, that is enough. Now . . .

A. I have a lot more if you want them.

Professor Quimby is full of these examples, and always uses them to illustrate some particular chnique he is explaining. You'll enjoy the char-ter, and you'll learn a great deal about good tech-que in Oregon debating. It would take years of tual experience to gain the information presented this one chapter; I know of no better refutation r the debater who brags, "I never read a book on bating in my life."

Roughly 150 of the 200 pages are devoted to an planation of debate technique. The other 50 pages re written primarily for the benefit of high school rectors with little previous experience—but can read profitably by others as well.

The book is bound in cardboard, letter-sized, and ie type is quite legible. .The only serious flaw is ie prevalence of numerous typographical errors—ut the meaning is not obscured. We know some-ning about difficulties on that score ourselves!

The manual is published in two editions, one for udents and the other for coaches. The students' dition ($1.50) is entitled, "So You Want to Debate." he coaches' edition ($1.90) contains all of the aterial in the students' edition, together with apters explaining some of the fundamentals of aching and dministering debate.

This book belongs on your bookshelf, even if ou limit that shelf to half a dozen books on debate. -G.M.M.

Egbert Ray Nichols Jr., Director of debate and sym-osium at the University of Oregon, receives his h.D. in Speech at U.S.C. June 12.

QUIZ FOR JUDGES

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for clues as to what she must have said. Piece it together as best you can, supplying the missing links yourself if necessary.

10. You notice that the affirmative speakers are making a habit of sitting down before their time is up. In fact, one of the affirmative speakers fails to use 2½ minutes. The debate is close, but the affirmative has the edge. Your course of action:

a. Penalize the affirmative for failure to plan its time properly; since the debate was close, this means giving the decision to the negative.

b. Ignore the unused time. Give the decision to the affirmative.

ANSWERS TO "QUIZ FOR JUDGES"

1. (a) You'll miss what's being said, but that's the natural penalty the speaker must expect. Half-credit for (b).

2. (a) The negative is debating the affirmative, not the judge. Half-credit for (c).

3. (a).

4. (b) No doubt the negative penalized itself, because you were thinking about the ties when they wanted you to listen to what they had to say. They overcame this handicap and got the edge anyway, and they deserve the decision.

5. (b) Negative. If the counterplan can be punched full of holes, it's up to the affirmative to do the punching—and they didn't. The counterplan was shown to be better than the affirmative plan, so the affirmative failed in its burden of proof.

6. (b) The affirmative failed to show reason for adopting the plan, which it is required to do. Remember that the affirmative has the initial burden of proof.

7. (b) At the end of the debate, the affirmative had failed to show reason for adopting the proposal and therefore loses. The negative would have won even without mentioning the expense, but since it did, the decision is just that much firmer.

8. Watch out for this one.. Note that you merely suspect the evidence to be false. You don't know that it's false. You can't penalize at all, any more than you can put a person in jail because you suspect that he robbed a bank. The accused is innocent until proved guilty. Correct answer: (a). But if, on the other hand, you know the evidence is false, by all means give the decision to the other team as a penalty for dishonesty and have a heart-to-heart talk with the coach afterward.

9. (b) Tough luck for the female, but she didn't have to wear the tight sweater. It's the natural penalty she'll have to expect for distracting your attention!

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Along the Tournament Front

ALABAMA

Discussion Conference. Tuscaloosa, Ala. Nov. 1947. 1st Sylvia Bolasky, 2nd Jerry Stapp, 3rd Bill Lindsey—all of Univ. of Alabama.

CALIFORNIA

District NFL Meet. Alhambra, at the two high schools, Feb. 27-28.

Debate: 1st Alhambra H. S., 2nd Huntington Park H. S.

Original Oratory: Jacqueline Harris, Alhambra H. S.; 2nd, Dick Blades, Huntington Park.

Extempe: 1st, Jim Norcop, Los Angeles H. S.; 2nd, Robert Downen, Brown Military Academy.

Oratory Dec., 1st Kenneth McDonnell; 2nd, Ed Mullaly, Brown Military Academy.

Dram. Dec.: 1st, Sorrell Kesslar, J. Marshall H. S.; 2nd, Clifton Kirk, Grossmont.

Humor. Dec.: 1st, Jim Norcop, Los Angeles H. S.; 2nd, Marc Marcus, J. Marshall H. S.

S. Calif. Div. NUEA Tournament. University of Redlands, April 8-10:

Debate: 1st, Grossmont H. S.; 2nd, Los Angeles H. S.

Oratory: 1st, Dick Hodge, Huntington Park; 2nd, Dean Pic'l, Dorsey H. S. Class B. 1st, Jim Peterson, Huntington Park H. S.; 2nd, M. Cheney, Grossmont H. S.

Extempe, Class A: 1st, James Wallace, Grossmont H. S.; 2nd, Bernard Caminker, Los Angeles H. S. Class B: 1st, Roggie Arnhym, Brown Military Academy; 2nd, George Anderson, Alhambra H. S.

Orat. Dec.: Class A: 1st, Ed Mullaly, Brown Military Academy; 2nd, Dick Blades, Huntington Park. Class B: 1st, Mary Cheney, Grossmont; 2nd, Eleanor Combs, Alhambra.

Dram. Dec. Class A: 1st, Stuart Altman; 2nd, Michael Shaw, Huntington Park.
Class B: 1st, Larry Westlake, Marshall H. S.; 2nd, Val Eickler, Grossmont.

Humor Dec.: Class A: 1st, Marc Marcus, Marshall H. S.; 2nd, Stuart Altman, Fairfax.
Class B: 1st, R. Shumaker, San Diego; 2nd, Patricia Griffin, Grossmont.

Sweepstakes: Class A: Huntington Park H. S.
Class B: Grossmont H. S.

Northern Division Calif. NUEA, College of Pacific, Stockton, April 9-10.

Debate: 1st, St. Brigid's, San Francisco.
2nd, Ripon H. S.; 3rd, tie, Fremont H. S., Oakland and Lowell H. S., San Francisco.

Orig. Oratory: 1st, Bill Resch, Lowell H. S.; 2nd, Richard Moody, Santa Rosa; 3rd, Carolyn Dunba Fresno.

Extempe: 1st, Norma Walsh, Lowell, S. F.; 2nd, Ku desto H. S.
tis Mayer, Lowell, S. F.; 3rd, Russell Hodges, Mc

Orat. Dec.: Dan Striepecke, Santa Rosa; 2nd, Jane Black, Santa Rosa; 3rd, Carolyn Dunkin, Fresno.

Dram. Dec.: 1st, Janet Black, Santa Rosa; 2nd, Carc line Parks, Santa Rosa; 3rd, Jack Shea, Sant Rosa.

Humor Dec.: 1st, Norma Walsh, Lowell, S. F.; 2nc Kurtis Mayer, Lowell, San F.; 3rd, Russell Hodge Modesto H. S.

State High School Championship Meet at Bakers field April 10, 1948.

Debate: 1st, Grossmont; 2nd, L. A. High.

Oratory: 1st, Don Pic'l Dorsey High, L. A.; 2nc Carolyn Duncan, Fresno; 3rd, Bill Resch Low ell, S. F.

Extempe: 1st, Jim Norcop, L. A. High; 2nd, Jame Wallace, Grossmont; 3rd, Bernard Caminke L.A.H.S.

Oratory-Dec.: 1st, Dan Striepecke, Santa Rosa; 2nc Janet Black, Santa Rosa; 3rd, Carolyn Dunkir Fresno.

Dram.-Dec.: 1st, Janet Black, Santa Rosa; 2nd, Car oline Parks, Santa Rosa; 3rd, Jack Shea, San ta Rosa.

Humor Dec.: 1st, Richard Moody, Santa Rosa; 2nc Janet Black, Santa Rosa; 3rd, Marc Marcus, Mar shall, L. A.

Citrus Belt Junior College Extempore Meet. River side J. C.

Extempore: 1st, William Beason, Riverside J. C.

After Dinner Speaking: 1st Robert Shute, Citrus J.C

Los Angeles City College Debate Tournament. Nov 21-22, 1947, Los Angeles; 18 colleges, 3 states.

Debate: Undefeated in 6 rounds: Pomona College U.C.L.A.

Speech Events Meet: Pepperdine College, Nov. 14 15, 1947, Wade Ruby, Director.

Oratory: Sr. Men: 1st, John Bersinger, U.S.C.; 2nd Victor Welch, U.S.C.; women: 1st Jean Eslinger Pepperdine; 2nd, Mary Knapp, Pepperdine.
Jr. men: 1st Howard Privett, Pepperdine; 2nd Har old Rhoden, U.C.L.A.
Jr. Women: 1st, Betty Fundin, Pepperdine; 2nc Miss Stevens, Los Angeles City College.

Impromptu: Sr. Men: 1st, Culver Nelson, Redlands 2nd, Gordon Ringer, U.C.L.A.
Sr. Women: 1st, Winifred Woods, Santa Barbara 2nd Mary Knapp, Pepperdine.

Junior Men: 1st Howard Privett, Pepperdine; 2nd, Alan Fitzpatrick, Redlands.
Junior Women: Pat Medley, Pepperdine; 2nd Gerry Webb, Pepperdine.

Extempe: Sr. Men: 1st, Culver Nelson, Redlands; 2nd, Omar Kureishi, U.S.C.; women:: 1st, Evelyn Izen, U.S.C.; 2nd Beverly Meyer, Pepperdine.
Jr. Men: 1st, Howard Privett, Pepperdine; 2nd Carl Stover, John Muir (tie); 3rd, Edward Fitzgerald, U.C.L.A.
Junior Women: 1st, June Lorin, U.S.C.; 2nd, Miss Stevens, Los Angeles College.

Acting: Upper Div.: Pepperdine, 1st; Occidental, 2nd, lower div., 1st, tie Pasadena, City College and U.C.L.A.

Calif. Tournament Assn., Calif. Inst. of Technology. Feb. 13-14. John A. Schutz, director, 3 states, 15 colleges, 75 teams, 150 attendance.

Debate: Sr. Men: U.C.L.A., 2nd tie: U.S.C. Calif., Inst. Tech.
Lower Div., 1st, L.A. City College; 2nd, Pepperdine.
Novice Div.; 1st, Redlands; 2nd, Univ. of So. Calif.

Sweepstakes: 1st, U.S.C.; 2nd, U.C.L.A., L.A. City College, tie

Pi Kappa Delta Invitational, College of Pacific, Stockton, Mar. 25-27; 22 colleges, 75 teams, 200 attendance.

Debate: 1st Men: Tie, U.S.C. two teams; and U.C.L.A. Sr. Women: 1st, U.S.C.; 2nd, College of Puget Sound; 3rd, Univ. of Nevada.
Jr. Women: 1st tie: Utah State; Pepperdine; Los Angeles City College.
Jr. Men: 1st, Willamette Univ.; 2nd, U.S.C.; 3rd, tie: Weber College, U.S.C., Pasadena City College.

Oratory: Men: 1st, Yturbide, Nevada; 2nd, Kureishi, LS.C.; 3rd, Cole, Redlands.
Sr. Women: 1st, Wisner, Oregon; 2nd, Brewer, U.S.C.; 3rd, Eslinger, Pepperdine.
Jr. Men: 1st, Chapman, Pasadena; 2nd, Robison, Linfield; 3rd, Rhoden, U.C.L.A.
Jr. Women: 1st, Pat Medley, Pepperdine; 2nd, Stevens, Los Angeles City College; 3rd, Sorenson, Snow College.

Extempe: Sr. Men: 1st, John Cole, Redlands; 2nd, C. Nelson, Redlands; 3rd, Dimick, Oregon State.
Sr. Women: 1st, Shahen, U.S.C.; 2nd, McBride, Linfield; 3rd, Knapp, Pepperdine.
Jr. Men: 1st, Innerarity, L.A.S.C.; 2nd, Rudin, Calif. Inst. Tech.; 3rd, tie, Ackerman, Redlands, Tripp, Willamette.

Impromptu: Sr. Men: 1st, Yturbide, Nevada; 2nd, Riley, Nevada; 3rd, Panchot, Puget Sound.
Sr. Women: 1st, Isen, U.S.C.; 2nd, Mayer, Pepperdine; 3rd, Battin, Puget Sound.
Jr. Div. Men: 1st, Whitney, Nevada; 2nd, Evans, Pasadena; 3rd, Fitzgerald, U.C.L.A.
Jr. Women: 1st, Rhodes, Pepperdine; 2nd, Orr, Univ.. .of Oregon; 3rd, tie, Bean, Pasadena, Fryberger, Nevada, Smovir, Puget Sound.

COLORADO

Tri-Province Meet, Pi Kappa Delta, Ft. Collins, April 1-3.

Debate: Men: Univ. of Redlands first; Yankton College 2nd; Ottawa Univ., Univ. of Redlands tied for 3rd.
Women: 1st, Washington State; 2nd, College of Idaho; 3rd, tie for Omaha and Pepperdine.

Oratory: Men: 1st, Loren Carlson, Yankton College; 2nd, Walter Stromer, Hastings College.
Women: Donna Comstock, Dakota Wesleyan: 2nd, Patricia Medley, Pepperdine College.

Extempore: Men: Mark Rouch, Baker University; 2nd, Culver Nelson, Univ. of Redlands.
Women Extemp.: Jean Porter, So. Dak. State College; 2nd, Dottie Wik, Sioux Falls College.

Discussion: Men: Kearney State; 2nd Hastings College; women: Omaha College; 2nd Greeley State Teachers.

FLORIDA

Miami Invitational Tournament

Debate: Aff. Div., 1st; 2nd Univ. of Alabama.

ILLINOIS

Interstate Oratorical Meet, Northwestern University, Evanston, Ill., April 22-23, 1948; K. G. Hance, Sec.
Men: 1st, Karlton Rosholt, Witch Hunt, Luther College, Iowa; 2nd, Ralph Osborne, Were You There? Lake Forest College; 3rd, Robert J. Couture, Learn or Lose, Eau Claire State College, Wis.
Women: 1st, Donna Comstuck, Those Not So Fortunate, Dakota Wesleyan Univ.; 2nd, Mary Beth Lee, Are We Asking Too Much? Temple University; 3rd, Lily Ann Hansen, All Men Are Grass, Kearney State Teachers College.

16th Annual Illinois Normal University Tournament. Dr. F. Lincoln D. Holmes, Director. Delegations from 7 states attended. Direct class system used.

Debate: 1st, Augustana; 2nd, Northern Illinois Teachers; 3rd, Eureka and Monmouth, tie.
Division 1, Undefeated teams: Augustana, River Falls, St. Olaf and Northwestern.

Oratory: 1st, Hope College; 2nd, tie, Northern Illinois Teachers and Ripon.

Southern Illinois University Speech Festival, Jan. 29-31, Carbondale. P. M.erville Larson, Director.

Superior Ratings: Southern Illinois Univ., 4; Bradley University, Peoria, 2; Eureka College, 2; Murray State Teachers (Ky.), 2; Central Missouri State College, 2; Wheaton College, 2; Illinois College, Jacksonville, 1.

INDIANA

23rd Annual Western Conference Debating Tourna-

ment, Purdue Univ., Lafayette, April 2-3, 1948. Dr. P. E. Lull, Director; 9 colleges, 8 states, 32 teams, 108 attendance.

Debate: Men: 1st, Purdue Univ.; 2nd, tie, Chicago Univ., Iowa Univ., Northwestern Univ.
Women: 1st, Iowa Univ.; 2nd, Purdue Univ.; 3rd, tie, Ohio Univ. and Wisconsin Univ.

Delta Sigma Rho Invitational Meet, De Pepauw Univ., Greencastle, Feb. 14. Forrest L. Seal. 11 colleges, 2 states, 36 teams, 9 in attendance. Severe storm caused 9 cancellations at last minute.

Debate Winners: Depauw, 7 out of 7 debates; Bowling Green State, 7 out of 8 debates; Indiana State Teachers, 7 out of 8 debates.

Depauw Invitational Meet, Feb. 17, Greencastle.

Debate: 1st, tie, Indiana State and Bowling Green, Ohio.

Indiana State H. S. Debate Tournament, Manchester, Ind., March 28, 1948. 23rd year, 8 schools, 16 teams, 72 persons.

Debate: 1st, Crown Point H. S.; 2nd, tie, Central, No. Manchester and Shortridge, Indianapolis and Willey, Terre Haute.

8th Annual T. K. A-Discussion Conference, Bloomington, Ind. Anna E. Lindblom, Western Mich. College, Director. 11 states, 143 discussants, attendance 225, colleges represented 28.

Discussion: 11 superior ratings: 1st, James R. Mcdowell, Randolph-Macon; 2nd, Kenneth Robertson, Purdue Uniersity; 3rd, tie, Clare M. Cotton, Randolph-Macon, Frank Finn, Notre Dame.
11 highest ratings in the Congress.

After Dinner Speaking: 1st, Grant Wessel, Alma College; 2nd, Wilbur Yocum, Ind. State, Terre Haute.

KANSAS

Southwestern College Tournament, Nov. 28-29, 1948. 7 states, 19 colleges, 56 teams, 150 attendance. J. D. Hansen, Director.

Debate: Men's Sr.: 1st, Univ. of Kansas; 2nd Univ. of Tulsa. Women's Deb.: 1st. East Central State, Ada Okla; 2nd, North Texas Teachers, Denton; mixed Jr. Deb.: 1st, Univ. of Kansas; 2nd, Univ. of Kansas.

Extempore: 1st, Men: William Hixon, Okla., A. M. Stillwater; 2nd, Rolf Stromberg, Univ. of Tulsa. Women: 1st, Doris Faye, East Central, Ada, Okla.; 2nd, Joyce Gray, No. Texas Teachers, Denton.

LOUISIANA

Glendy Burke Forensic Centennial, Tulane Univ., New Orleans, Feb. 1948, 80 teams participating.

Debate: Men: 1.
2.
3. Univ. of Alabama.

MAINE

New England Preparatory School Tourney, Bates College, Lewiston, March 12, 1948. Brooks Quimby, Director.

Debate: 1st, Holderness School, Plymouth; 2nd, Huntington School, Boston, Mass.

Maine Intercollegiate Tourney, Colby College, Waterville, Maine, March 6, 1948.

Debate: 1st, Bates; 2nd, Bowdoin.

MASSACHUSETTS

Second Annual Boston University Invitational Tourney, Feb. 13-14, 1948, at Boston. Auntin J. Freeley, Director. 16 colleges, 1 states, 16 teams, 32 participants, and D. C. and Canada.

Debate: 1st, Yale University; 2nd, West Point.

MISSISSIPPI

Mid-South Tournament, Millsaps College, Jackson, Dec. 5, 1948.

Debate: Men: 1st, Univ. of Alabama.
Jr. Men: Univ. of Alabama.
Women: North Georgia College; 2nd, Kelly Hamm.
Women: North Georgia College.

Oratory: Tarver Rountree, Univ. of Alabama; 2nd, Kelly Hamm, Louisiana College.

Extempe: 1st, Oscar Newton, Univ. of Alabama; 2nd, Gerald Gordon, Univ. of Florida.

Ole Miss. Tourney, Oxford, Miss.

Debate: Aff. Division, 1st.
2nd, Univ. of Alabama.
3rd, Univ. of Alabama.

MISSOURI

8th Annual Speech Tournament, Kirksville, Mo., Dec. 5-6. Sherod J. Collins, Director.

Debate: Superior rating: Central, Simpson, Iowa Teachers, Eureka, Wm. Jewell.
Women: Augustana.
Jr. College: St. Louis Univ., Wm. Jewell.

Ted Malone Poetry Reading: 1st, Virginia Allen, Warrensburg; 2nd, Lucille Ann Smith, St. Louis Univ.; 3rd, Jerald Cunningham, Simpson College.

Original Poetry: 1st, Juala Griffith, Warrensburg; 2nd, Mary Lou Kemerick, Iowa Central; 3rd, Arlene Sleigel, Iowa Teachers.

After Dinner Speaking: 1st, Henry McAnna, Hannibal- La Grange; 2nd, Glen Muncie, Wm. Jewell.

MONTANA

Second Annual Montana State University Meet, 200 participants.

Debate: Brigham Young University, 1st.

Extempe: 1st.
2nd.
3rd, Floyd Woodfield, Brigham Young. .

NEW YORK

Brooklyn College First Invitational Meet, March 12-13, 1948. Prof Orvin Larson, Director. 16 colleges, 5 states, 32 teams, 64 debaters.

Debate: 1st, Rutgers; 2nd, West Point; 3rd, St. Peter's.

West Point National Tournament, West Point, U.S. Military Academy, April 29-May 2, 1948. 32 teams representing districts of the entire country.

Debate: 1st, North Texas State College, Denton; 2nd, University of Florida; 3rd, tie, Purdue University, Lafayette, Ind., and Texas Christian University, Ft. Worth.

NORTH CAROLINA

South Atlantic Forensic Tournament, Lenoir Rhyne College, Hickory, N. C., March 4-6, 1948. Dr. Albert Keiser, Director. 22 colleges, 6 states, 48 teams.

Debate: 1st, tie, Univ. of Florida and Wake Forest; 2nd, Roanoke College; 3rd, Lenoir Rhyne, Randolph-Macon, U.S. Naval Academy—tie.

Women: 1st, Carson-Newman; 2nd, Emory and Henry.

Mixed teams: 1st, Univ. of So. Carolina; 2nd, Univ. of Richmond.

Oratory: 1st and 2nd in the four contests, Lenoir Rhyne.

Extempe: Men: 1st,, Alan Westin, Univ. of Florida; 2nd, R. K. Ripley, U.S. Naval Academy.

Women: 1st, Fay Earl, East Tennessee State T.C.; 2nd, Irene Keescher, Carson-Newman College.

Impromptu: Men: 1st, Henry Huff, Wake Forest; 2nd, Robert Ripley, U.S. Naval Academy..

Women: 1st, Eleanor Adolph, Lenoir Rhyne; 2nd, tie, Fay Earl, East Tennessee T.C. and Emily Barnes, East Tennessee S.T.C.

Situation Oratory: 1st, Jake Golden, Lenoir Rhyne; 2nd, tie, Worth Jones, Lenoir Rhyne and Elliott Snienfeld, Univ. of Florida.

Women: 1st, Vivienne Poteat, Lenoir Rhyne; 2nd, Marjorie Miller, Lenoir Rhyne.

After Dinner Speaking: 1st, men: Elliot Shienfeld, Univ. of Florida; 2nd, M. L. Shotzberg Univ. of Richmond.

Women: 1st, Vivienne Poteat, Lenoir Rhyne; 2nd, Madge Martin, Rollins, College.

Radio Newscast: Men: 1st, John A. Mitchell, Tenn. Poly Inst.; 2nd, Joseph Friedman, Rollins College.

Women: Lou Newton, Lynchburg College; 22nd, Madge Martin, Rollins College.

Poetry Reading: Women: 1st, Mrs. Betty Graham, University of Richmond; 2nd, Madge Martin, Rollins College.

Problem Solving: 1st, Charles Harvey, Univ. of Richmond; 2nd, Charles Weed, Carson-Newman.

Women: 1st, Barbara Young, Lenoir Rhyne; 2nd, Mary De Lano, Rollins, College.

Radio Extempore: Women: 1st, Vibienne Poteat, Lenoir Rhyne; 2nd, William Pierce, Univ. of Virginia.

Address Reading: Men: 1st, Joseph Friedman, Rollins; 2nd, Earl Faircloth, Univ. of Florida.

Radio Poetry Reading: Women: 1st, Jean Folz, Lenoir Rhyne; 2nd, Jean Arbunkle, Carson-Newman.

Radio Address Reading: Men: 1st, Elliott Shienfeld, Univ. of Florida; 2nd, J. Brian Scott, Wake Forest.

OHIO

National Forensic League National Meet, Canton, Ohio, April 29-May 1, 1948. 21 states, 81 contestants, 140 attendance. Hosts: Kent State University and Canton high schools.

Original Oratory: Lloyd Ogilvie, Kenosha H.S., Wis.

Extempe Speaking: George Funk, Wooster H.S., Ohio.

Orat. Dec.: Dan Striepecke, Santa Rosa H.S., Calif.

Dramatic Dec.: Ralph Jenson, Kenosha H.S., Wis.

Humorous Dec.: Richard Moodey, Santa Rosa H.S., Calif.

Radio Announcing: Wanda Koenig, Normandy H.S., Missouri.

State Tournament Men's Division, Capital University, Columbus, Ohio, March 13.

Debate: 1st, Capital University; 2nd, tie, Muskingum, Oberlin, and Ohio University, Wooster; 3rd, Baldwin-Wallace.

Sixth Annual Buckeye Debate Tournament, Feb. 14, 1948, Kent State University, Kent, Ohio. James N. Holm, Director. 27 teams, 3 states, 132 attending, 22 colleges.

Debate: 1st, Oberlin College; 2nd, Anderson, Hiram, and Baldwin-Wallace, tie.

Second Annual Conference on Public Affairs, Ohio State Univ. sponsors. Deshler-Wallick Hotel, Columbus, Ohio, March 4-6.

Topic: What Should Our Policy Be Toward Russia?

Four resolutions: (1) Providing for Educational Exchange.

2. Supporting the (a) Marshall Plan; Internationalization of Atomic energy; outlawing national production of atomic bombs; revision of previous agreements.

3. Dissemination of International Information under Unesco..

4. Fostering better economic relations with Russia.

Ohio High Schools State Finals Forensic Contests

Held March 19 and 20 at Ohio State University, Columbus, Ohio.

Debate: Class A: 1st, Lima-Central; 2nd, Ravenna.

Class B: 1st, Carrollton; 2nd, Dayton-Oakwood.

Class C: 1st, Louisville; 2nd, Jackson-Liberty.

Extempore Speaking: Class A: 1st, George Funk, Wooster; 2nd, Alfred Williams, Massillon-Washington.

Class B: 1st, Bill Liebtag, North Canton; 2nd, Robert Good, Dayton-Oakwood.

Class CL: 1st, Dick McCaman, Doylestown; 2nd, Leanne Omwake, Bettsville.

Original Oratory: Class A: 1st, Joan Arvidson, Dayton-Fairmont; 2nd, Marge Babcock, Canton-Lehman.

Class B: 1st, Bill Rowell, Dayton-Oakwood; 2nd, Penny Light, Dayton-Oakwood.

Class CL: 1st, Joan Downes, Doylestown; 2nd, William Armstrong, Louisville.

Humorous Declamation: Class A: 1st, Pat Nelson, Dayton-Fairmont; 2nd, William McKee, Wooster.

Class B: 1st, Glen Waters, Dayton-Oakwood; 2nd, Bob Husman, Dayton-Oakwood.

Class CL: 1st, Helen Herwick, Doylestown; 2nd, Shirley Ann Givens.

Dramatic Declamation: Class A: 1st, Barbara Cooper, Dayton-Fairmont; 2nd, Marjorie Owens, Massillon-Washington.

Class B: 1st, Pat Elliott, Wyoming; 2nd, Ewing Stumm, Dayton-Oakwood.

Class CL: 1st, Julia Herman, Louisville; 2nd, Patricia Brown, Brewster.

Oratorical Declamation: Class A: 1st, Helga Horiak, Canton-Lehman; 2nd, John Hammon, Dayton-Fairmont.

Class B: 1st, Edith Baine, Osborn-Bath; 2nd, Joy Hallum, Dayton-Oakwood.

Class CL: 1st, Beverly Ash, Apple Creek; 2nd, Marjorie Scott, Frederickburg.

The State Final Festivals for One-Act Play, Poetry Reading, and Radio Program and Radio Announcing were held at O. S. U. April 16 and 17.

(To be Completed in September Issue)

QUIZ FOR JUDGES

Continued from Page 99

10. (b) You're not concerned with the time unless the speaker uses too much of it, in which case you ignore everything said after his time was up. In this case, the affirmative must have been pretty sharp to keep the edge without using up all its speaking time. But your decision is based on what the team accomplished, not on the time they took to do it.

Now score yourself this way:

8-10 right: Expert.

6-7 right: Not bad.

Less than 6: Tsk, tsk.

PI KAPPA DELTA NOTES

The Michigan Theta chapter of Pi Kappa Delta at Central College of Education, Mt. Pleasant, presented honorary memberships to Senator Wayne Morse of Oregon and Dr. Judson Foust, Assistant to the President at Central Michigan. Senator Morse debated three years at the University of Michigan, and later coached there and at the University of Minnesota. Dr. Foust, of Albion College, member of SSR, is one of a few debaters in the country who never lost a decision.

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